

1988

Selecting criteria for the evaluation of school counselors based on item discrimination power

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**Selecting criteria for the evaluation of school counselors based
on item discrimination power**

Uhl, Perry L., Ph.D.

Iowa State University, 1988

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Selecting criteria for the evaluation of
school counselors based on item discrimination power

by

Perry L. Uhl

A Dissertation Submitted to the
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CHAPTER I. INTRODUCTION

School counseling is a relatively new profession, and it is already at an important turning point. The public is demanding that counselors deliver more counseling and also show that they are making a positive difference. Taxpayers care about what is happening in their schools and the development of young people, but they also want to spend their money wisely.

Elementary and secondary counselors, despite their many critical and skeptical remarks about evaluation and research, are concerned. They want to be more accountable. They are looking for help so that they can go beyond the issues that have contributed to a lack of evaluation, according to Myrick (62).

Borman (14) insists that:

Fairly and accurately evaluating job performance in industrial, educational, and government organizations is a critical element in maintaining and enhancing organizational effectiveness. Recognizing and rewarding top performers and identifying poorer performers for appropriate training or other personnel actions are fundamental to effective management of organizations (p. 100).

Statement of the Problem

Counselors can make important contributions to the overall school program; however, like other members of the staff, they need regular and constructive evaluative feedback on their performance if they are to improve (5, 12).

Bleuer (11) feels that:

In most counselor performance assessments, program administrators will want to know not only what the counselor does, but how well he/she does it. Is information that is given to students accurate? Are school policies observed by the counselor? Are tasks performed efficiently? These types of assessments often require subjective judgments which may be threatening to counselors. Identifying very specific examples of each desired behavior can reduce subjectivity, while obtaining counselor input about the validity of these descriptions can reduce counselor anxiety (p. 1).

Four questions need to be addressed in the performance evaluation of any job. These questions are: (1) What are the criteria? (2) How high are the standards? (3) How is progress monitored and reported? (4) How is the evaluatee helped to improve after strengths and weaknesses have been identified? This study is limited to identifying criteria which are valid, reliable, and have discrimination power when used.

Valid performance assessment items can be developed. In the review of literature a multitude of counselor behaviors were located (1, 9, 18, 23, 31, 43, 46, 50, 57, 60, 61, 67, 81, 82, 85, 92) in performance checklists, criteria listings, job descriptions, evaluation instruments, competency-based guidance models, and critical work activity (CWA) time sheets completed by counselors who have participated in the School Improvement Model (SIM) Projects at the College of Education at Iowa State University. Some of the competencies found in the literature are not general to all counselors, but are instead quite specific to serving either elementary or secondary students. Research is minimal, if not non-existent, on identifying counselor behaviors with discriminating power.

The problem of this study will be to identify discriminating, reliable, and valid items for evaluating counselor performance which may be used by local schools in developing or refining an evaluation instrument. The Menne-Tolsma (59) methodology utilized by Hidlebaugh (43), Judkins (47), Look (55), and Lueders (56) will be followed. Fifty-eight counselors will be rated by a minimum of 15 raters each in analyzing items to determine which are discriminating and reliable. Rater groups will be composed of teachers, counselors, and principals or supervisors. These groups will be from school districts participating in School Improvement Model (SIM) Projects plus several which have volunteered.

The Hypotheses

This investigation will attempt to identify discriminating items for use in counselor performance evaluation. The study can be more specifically defined by the following null hypotheses:

1. There will be no significant difference in the discriminating power of the items on the counselor evaluation survey.
2. There will be no significant difference in counselor appraisal ratings based on the rater position of teachers, counselors, or principals/supervisors.
3. There will be no significant difference between the items which discriminate for elementary counselors and the items which discriminate for secondary counselors.

4. There will be no significant difference between the items which discriminate for male raters and the items which discriminate for female raters.

5. There will be no significant difference between the items which discriminate for male counselors and the items which discriminate for female counselors.

6. There will be no significant difference in counselor evaluation ratings based on school enrollment.

Definition of Terms

The following definition of terms will be used in this study:

1. Discriminating power--Criteria that have the ability to separate high counselor performance from that of average and poor performance.
2. Discriminating item--Items which are capable of eliciting similar responses from raters rating a particular counselor and maximum differences in ratings among counselors.
3. Reliability--The degree of consistency which a measuring instrument measures whatever it is supposed to be measuring.
4. Valid--Means truthfulness or the extent to which a test measures what it is intended to measure.
5. Evaluation--To determine or fix the value of behaviors by careful appraisal and study.
6. Rater--A school employee who estimates or determines a rating of a given behavior on a performance evaluation instrument designed for that purpose.

7. Rating—Determine or assign a relative rank to the degree to which an individual performs a given task or exhibits a specified behavior.

8. Counselor performance evaluation—Measurement by observation of the behavior of counselors. Such an approach emphasizes what the counselor does, not what a counselor is.

Delimitations of the Study

The subjects surveyed in this research were employees of seven K-12 public school districts located in Indiana, Kansas, Texas, and Virginia. Some of these districts are involved in developing a comprehensive evaluation program known as the School Improvement Model (SIM), while others volunteered to participate.

Counselors, teachers, and principals or supervisors were asked to complete a 74-item questionnaire in February, 1988, using a six-point scale to rate 58 elementary and secondary counselors. Each item included in the survey was selected to measure a specific observable counselor behavior. This study does not attempt to determine counselor effectiveness as measured by outcomes.

The Iowa State University Committee on the Use of Human Subjects in Research reviewed the questionnaire and the procedures to be followed in this study and concluded that the rights and welfare of each person being asked to participate was adequately protected. Each subject consented to participate in the project by voluntarily completing and returning the questionnaire.

CHAPTER II. REVIEW OF LITERATURE

Lewis (52) contends that counseling and guidance programs have been an established part of school systems for several decades, but even these programs are the subject of recent criticism. Myrick (62) concurs, and insists:

There is far too little evidence based on fundamental research and evaluation procedures to support counselors during this impending national crisis (p. 219).

Even before the latest fiscal "axe wielding," there was much concern about the future of guidance services. Perhaps the high water mark was signaled in 1970 when Dugold Arbuckle (3) asked the question: "Does the school really need counselors?" He supported that question by citing the following conditions:

1. The wide gap between preparation and practice in school counseling.
2. The questionable uniqueness of the counselors' services.
3. The evidence that there is little or no research data supporting the effectiveness of counselors.
4. The apparent disinterest in professional affiliations or professional organizations demonstrated by a number of counselors.

Hutchison and Bottorf's (45) review of the professional literature on counselor evaluation since 1970 reveals many references to justification, survival, and accountability. They make the observation that:

As the public mandates for accountability increases, it becomes more and more necessary for counselors to re-evaluate their personal performances and their individual counseling programs to address the

expectations of the students they are hired to serve (p. 354).

Counselor roles and functions must change, so that there are fewer noncounseling-related duties. For most counselors, perhaps as high as 80 percent at the secondary level, this will mean professional renewal and retraining. As new theories and innovative techniques emerge, evaluations of counselor interventions must become an integral part of the counselor's job.

Roles and Functions of the Counselor

Day (28) believes the roles and functions of school counselors are susceptible to multiple influences. Many factions criticize the school counseling profession. Among these are professional organizations, counselor-educators, educational policy makers, state departments of education, school administrators, teachers, school personnel, and parents.

Perception of counselor role and function has been a central focus of a number of studies (10, 19, 36, 42, 45, 54, 72, 77, 78). A major criticism which surfaces is that, in actual practice, counselors function quite differently from their defined role as perceived by administrators, parents, teachers, and counselors (8, 16, 17, 24, 27). This causes Ficklin (36) to conclude there is a need for a consensus among professionals on an acceptable role definition for counselors.

A great deal of evidence (13, 40, 62, 74) suggests that too many counselors are being consumed by clerical duties and administrative tasks. This leads to a lower quality of service, inappropriate use of resources, insufficient appraisal of needs, and ignorance about the counselor's personal impact on students and programs.

The biggest gaps between students' expressed needs and their reporting of services received are in the areas of career counseling and counseling those with personal problems (68, 88). This appears to be a clear plea from students for counselors to encounter them at a more personal level.

Leviton (51), in a guidance survey of 550 Minnesota high school students, found that "students would rather consult a parent (29%) or a friend (54%) than a counselor (only 4%) if they had a personal problem" (p. 242). In a similar investigation involving over 500 high school students regarding their attitude toward counselors and the functions they performed, Wells and Ritter (87) reported students would go to a counselor for help to change a class (81%) or to determine graduation requirements (80%). The same students, however, were not likely to seek out a counselor for help with a problem with a friend (6%), with a question about sex (4%), or with a personal problem (4%).

One of the most important and recurring problems facing the evaluator is the determination of the role of the counselor and applicability of that role to the needs of students being served in the school setting (45, 75). A frequent criticism of school counseling programs is that in actual practice they function quite differently from their defined role.

Counselor Evaluation

Purposes, principles, and objectives

"Accountability to others is not the only reason to evaluate," Lewis insists (52, p. 112). He notes that most experts cite the improvement of guidance programs as the primary purpose. In addition, evaluation is

important for job security, professional improvement, and positive self-esteem for all counselors.

The Houston Counselor Quality Assurance Program (57) specifies that a system of assessment is to identify areas of strengths and weaknesses, improve communication, and develop priorities for improvement. Professional staff assessment is a necessary component for improving performance which will upgrade the quality of education for students. The establishment, monitoring, and assessment of standards of behavior and performance should be related to professional growth and student achievement. The purposes of Houston's performance assessment are to provide for the improvement of instruction, to measure adherence to standards, and to provide a basis for employment decisions.

The much publicized Tennessee Career Ladder Better Schools Program (82) has a component part which was published in 1986 that details their counselor evaluation system. This program is constructed upon the following fundamental beliefs and principles:

1. The counselor wants to be a competent professional.
2. Counseling/guidance service is the primary element in the overall role of the counselor.
3. It is possible to assess differences in counselor performance.
4. Skills needed and used by outstanding counselors do not differ from skills needed by less able counselors.
5. All counselors can improve performance.

Cadiux (22) developed a guidance evaluation instrument based on four premises: (1) The work can be evaluated, (2) evaluation is part of

development, (3) the evaluation of a counselor is not the evaluation of the department, and (4) the evaluation of a counselor must be both flexible and structured.

The objectives of counselor evaluation are an important part of a total evaluation plan according to a position statement of the American School Counselor Association (2). They are:

1. To commend areas of strength.
2. To identify areas of weakness and establish a plan for improvement.
3. To improve counseling and guidance techniques.
4. To help the counselor gain new insights into counseling.
5. To encourage counselor accountability in the implementation of guidance services.
6. To provide a system for encouraging counselor self-improvement and professional improvement.
7. To extend administrators' understanding of counseling and guidance services.

Evaluation is a vital part of guidance and counseling programs, assert Myrick (62) and Riggs (76). It enables counselors to know whether they are accomplishing their goals. It helps them identify what remains to be done. It can reinforce effective approaches or suggest what new directions might be taken. It provides counselors opportunities to take professional pride in their work. Yet, evaluation of school counseling procedures and programs has been neglected over the years.

Rating scales

Ponterotto and Furlong (73), in reviewing the development of specific rating scales, concludes:

It is apparent that validation of these scales has not always been organized and rigorous. Scales are often used because of methodological convention without a thorough consideration of the psychometric properties of the instrument (p. 597).

Rating scales (35) have clearly been the predominant approach to evaluating counselors. Counseling performance is a combination of conceptual, experiential, and behavior learning in a constantly shifting, never duplicated stimulus situation. Coupling this complexity with the subjectivity involved with rating scales has produced measures of counseling performance that are fallible.

Scofield and Yoxtheimer (79) reviewed all studies that included measures of counselor competencies in four journals over a 5-1/2 year period. They found that rating scales were the most prevalent counselor competency instruments (70%), followed in order by behavior counts (11%), classification of responses (11%), and written, objectively-scored tests (8%).

Self-evaluation

Faqua, Johnson, Newman, Anderson, and Gade (34) state:

The added involvement and responsibility required by self-evaluation is seductive as is the residual effect created by relieving the supervisor from a directive, evaluative role (p. 249).

The empirical evidence reported in the literature and the powerful rationale for using self-evaluation are persuasive support for the increased use of peer and self-ratings (34).

The relative isolation of the elementary school counselor from other professional counselors is identified by Park and Yager (65) as a major supervisory difficulty. The potential of self-initiated supervision is offered as a reasonable method of dealing with such isolation.

Self-evaluations, notes Eldridge (30) and Weinrach (85), cannot replace formal and highly-structured evaluations conducted by an outside, independent team, but they can be an expedient supplement. However, just believing that a service provides what it claims to provide has rarely been sufficient proof for those responsible for supervision, staffing, and funding.

Multiple ratings

The Tennessee State Department of Education (82) stresses that in measuring areas of competence, it is important to have as many sources of information as possible. This approach provides safeguards for persons being evaluated since one source can be balanced against another, and it provides more information on which to base a judgment. In Tennessee, questionnaires are used to collect information about the counselor from the school principal, peers, teachers, and students. The principal questionnaire covers all domains of competence. The peer questionnaire addresses only the leadership domain. The teacher questionnaire covers the delivery of services, evaluation, management, and leadership domains.

The student questionnaire covers the delivery of services, and evaluation domains.

According to Piercy (69), "the groups most commonly rating counselor effectiveness in previous research include counselors, peers, supervisors, and clients" (p. 1). Many researchers contend that each of these groups can provide valid ratings of counselor performance. However, others suggest that different groups of people see counseling differently, and therefore may rate counselor effectiveness differently. Piercy (69).
found: .

If different groups of raters vary greatly in their ratings of counselor effectiveness, it may be that effectiveness is in the 'eye of the beholder' (p. 1).

The Counselor Quality Assurance Program, part of Houston's Plan for Excellence, addresses the renewal and professional growth opportunities for school counselors. The program is administered by a bi- or tridimensional assessment team that may consist of the principal, a supervisor or appropriate central office administrator, and the associate and/or deputy superintendent (57).

Faqua, Newman, Scott, and Gade (35) cited relevant literature indicating inconsistent results regarding the effects of source of ratings (self, peer, supervisor) on ratings of counseling performance. In this study, 33 first-year graduate students completed a simulated counseling interview. Self-, peer, and supervisor ratings were obtained for the simulated interviews using seven different measures of counseling performance. The results of a multivariate analysis of variance indicated statistically significant differences among self-, peer, and supervisor

ratings. Univariate F ratios indicate that different results and conclusions would be reached depending on the specific instrument used as a dependent measure. Globally, these results confirm the importance of rating source as an influence on performance ratings, and add credibility to the recommendation that this influence be studied further (35).

The clients (students) are perhaps the most pertinent sources for significant input because of direct personal involvement. Their perceptions and needs are sometimes overlooked (6, 45).

Gender and personality characteristics

Studies of the personality traits of counselors, particularly in relation to their sexuality, assume that such traits are relevant to counselor effectiveness, argue Griggs, Rampal, and Price (39). An analysis of the findings showed no significant difference between counselor effectiveness and sex role attitudes. However, in a paired comparison, males were more effective counselors than either females or androgynous individuals. Counselor sex, per se, does not appear to relate positively to counselor effectiveness, but rather the masculine personality traits of independence, achievement, and self-sufficiency.

Wiggins and Weslander (91) in 1979 compared the effectiveness of 320 school counselors as rated by three separate supervisors with tested personality scores on the Vocational Preference Inventory (VPI) (44). Significant correlations were found between tested personality characteristics and supervisor-rated effectiveness of these school counselors. Effective counselors had Social and Artistic Codes on the VPI, whereas ineffective counselors had relatively Realistic and

Conventional codes. Counselors rated as average in effectiveness had intermediate scores. The results were explained in terms of person-environment congruence: Individuals with Social-Artistic preferences tend to perform well in Social-Artistic environments, whereas counselors with Realistic-Conventional preferences may find such an environment unrewarding.

In a study of 123 secondary school counselors in three states, Wiggins and Weslander (90) found significant correlations among tested personality characteristics and supervisor-rated job performance. The most important finding seems to be that counselors rated as effective by supervisors tested higher on the Budner Scale (20), a measure for tolerance for ambiguity.

Research findings of Banikiotes and Marluzzi (7) showed that: (1) Subjects' ratings of comfort in disclosing were greater with female and egalitarian counselors, (2) female egalitarian counselors were perceived as most expert, and (3) male traditional counselors were perceived as least trustworthy. Several studies (53, 64, 89, 90, 91) have found that the sex of the counselor is not significantly correlated to effectiveness ratings.

Current practice

According to Bleuer (11):

Spurred by the movement toward competency-based teacher evaluation, school administrators and guidance directors are seeking similar assessment strategies for counselors (p. 1).

The problem of this study emerges from the quest to identify the issues which must be addressed to make counselor evaluation instruments and procedures efficient, fair, valid, and useful.

Performance assessment can be time-consuming for both the assessor and the assessee; to be cost effective, it should serve as many people in as many ways as possible. Viewed positively and constructively, a performance assessment can go well beyond a pro forma documentation of minimal competency. It can address new and emerging areas of professional expertise and can serve as a challenge to maximize the ongoing professional development of even the most competent and experienced counselor (3, 4, 41).

The following descriptions of approaches to evaluation in counseling and guidance are a synthesis of lists created by Crabbs and Crabbs (26) and Pine (70):

1. The experimental approach. This approach uses "before and after," "after only," or "control group" designs to measure outcome differences.
2. The tabulation approach. Using this method, the counselor records or tabulates the number of counseling sessions, clients seen, parent contacts, group or career guidance sessions, and other relevant counseling activities.
3. The follow-up approach. This is a study done to determine what happens to clients after they leave the counseling program.

4. Satisfaction surveys. Questionnaires are given to clients, parents, and teachers to determine the degree of satisfaction these groups have with the counseling program.

5. Case study approach. This is a longitudinal view of each client, used to illustrate methods of counseling and individual success rates.

6. The expert opinion. This is either a subjective evaluation by experts or a comparison with other successful programs.

7. Self-evaluations. Counselors rate themselves according to pre-established criteria of good counseling.

8. Time/cost analysis. This relates program costs to the accomplishments of goals and activities.

In evaluating school counseling programs and attempting to measure student needs, outcomes, or processes of the programs, the counselor is confronted by a number of complex problems. Some counseling outcomes may not be readily translated into behavioral manifestations in terms of client (student) performance (45).

Krumboltz (49) states:

To infer that a specific student behavior change is caused by a counselor's action is risky and, from a strictly scientific point of view, unjustified. As a practical matter, however, it is important to know that students have learned how to solve certain problems and how to decide wisely, even if the precise causative events cannot be identified with a known probability of error. The product of counseling is changed client behavior, not the activities in which time is spent (p. 646).

No single source or assessment technique will provide all the answers, but continued development of methods to assess students' needs

and expectations must become a priority that the counseling profession can ill afford to ignore (45).

Most authors conceptualize evaluation, according to Lewis (52), as being much more than measuring outcomes. Bleuer (11) points out that:

An efficient, but fair assessment of counselor performance focuses primarily on what the counselor actually does—not on counselor skills, training or experience, and not on student outcomes (p. 1).

Assessment of prerequisite counselor skills wastes time and effort in that it duplicates other forms of evaluation. Attempting to link student outcomes exclusively to individual counselor performance is unfair in that many factors other than counseling influence student learning and behavior. While accountability for student outcomes is important, it belongs to a broader program evaluation which takes these into account.

When school counselors talk about their experiences with research and evaluation, they often speak disparagingly. There is, among most counselors, a pervasive, negative attitude about research, and it has adversely affected the counseling profession. Few counselors, however, would deny more evidence is needed to support the valuable work they are doing (62).

Shertzer and Stone (80) suggest that the inattention to accountability and evaluation procedures results from lack of time, money, measuring devices, substantial control groups, adequate evaluation criteria, and adequate training of counselors.

Few published articles report any kind of evaluation of guidance, notes Zytowski (93). This observation was also made by Burch and Peterson (21); Gladstein (37); Kremer (48); Pine (70); and Vacc (84).

Tennessee (82) has developed the following beliefs and principles in regard to evaluators in their counselor evaluation process:

1. The evaluation process should not discourage diversity in counseling behavior.
2. Rigorous and comprehensive training is essential for an evaluator.
3. Evaluation is best conducted by a team of evaluators rather than a single individual.
4. The evaluator must have a commitment to improvement of counseling/guidance services.

Partin (66) suggests the following ways for school counselors to improve time control: (1) Analyzing time usage patterns, (2) setting goals, (3) planning, (4) scheduling effectively, (5) delegating, (6) avoiding overcommitment, and (7) combatting procrastination. Counselors must improve the quality of time spent on goals which are personally and professionally meaningful (32).

The findings of De Csipkes, Rowe, and Murphy (29) indicate that the focus of research should shift from the personality of the counselor to particular behaviors, skills, or interactions.

A study of 25 percent of the secondary school counselors in Wisconsin by Gorton and Ohlmacher (38) found only a small percentage (17%) are employed in schools which evaluate counselors on the basis of explicit, written criteria designed specifically for counselor evaluation. The most typical evaluation approach was the use of a teacher evaluation form

which, for the most part, included criteria that were inappropriate or not applicable for evaluation of counselors.

The literature review completed by Boser, Poppen, Thompson, and De Ridder (15) reveals elementary school guidance programs have been strongly supported by parents and school personnel; counselor effectiveness decreased when the counselor was assigned to more than one school or to more than 500 students; and changing student behavior, increased by a combination of approaches, was the strongest evidence of counselor effectiveness.

The "Counselors of Tomorrow" model served as the impetus for the plan developed by Oden, Jacobs, and McKinnon (63). This renewal plan is described as including identification of needed skills, development of programs based on needs, scheduling of full-day meetings, involvement of community agencies, and evaluation of programs. This approach serves as an educational accountability plan for receiving updated information and techniques, identifying community resources, and developing a better sense of collaboration between counselors and community groups.

A new "bonding" of counselor, principal, staff members, and community must be initiated to give the students of America the attention they are demanding (25, 33, 71, 83).

Selection of Items with Discriminating Power

There are varying degrees of appropriateness connected with procedures and criteria which can be used for item selection. Unfortunately, the procedures and criteria which have been employed to select and include items are not always clear, and in some cases not even

stated (59). In Pine's view, "the criteria problem is probably the single most vital issue affecting the process of evaluation" (70, p. 138).

The purpose of the present study is to develop a means of selecting criteria for counselor evaluation. The methodology employed by Hidlebaugh (43) in 1973 in developing a multi-appraiser teacher evaluation model, in 1983 by Look (55) in selecting criteria for the evaluation of principals, by Judkins (47) in determining items for student evaluation of teachers in 1987, and by Lueders (56) in 1987 in selecting criteria for the evaluation of superintendents will be used to identify discriminating items for the performance appraisal of elementary and secondary counselors.

In the review of literature a great number of evaluation instruments, job descriptions, counselor skills, performance criteria listings, and competency-based guidance models describing desirable counselor competencies and behaviors were found (1, 9, 18, 23, 31, 45, 46, 50, 57, 60, 61, 67, 81, 82, 86, 91). In addition, critical work activity time sheets completed by counselors who have participated in the Iowa State University Improvement Model (SIM) Projects identified additional criteria.

Measures of teacher performance are frequently obtained by using administrators or fellow teachers or students as raters. But no matter who does the ratings, there are three conditions which must be present in order to have evidence that a rating scheme does, in fact, measure anything. According to Menne (58), "(a) There must be more than one rater, (b) the raters must closely agree in their ratings, and (c) the ratings must indicate differences between teachers" (p. 5).

Menne and Tolsma (59) believe:

The items selected must be capable of (a) eliciting similar responses from members of the same group, and (b) eliciting different responses from members belonging to a different group when the groups in question have, in fact, been exposed to or have perceived dissimilar conditions. Therefore, whether or not an item contained in an instrument designed to measure group responses is a discriminating one can be inferred from the pattern of between-group and within-group variances. For discrimination, the within-group variance should be low in relationship to the between-group variance (p. 5).

If a counselor can define specific criteria relating to his or her guidance program and locate or create instruments to measure those criteria, he or she has accomplished an evaluation which is immune to most criticism, Day (28) contends.

Summary

The role and scope of counseling in schools has changed and broadened dramatically in recent years. However, it is still generally agreed by the leading authorities in the field that counselors are employed primarily to assist youngsters in coping with life, especially by helping them learn to communicate, resolve conflict, and solve problems.

The 1980s have seen guidance services extended from the high school into more and more middle/junior high schools and elementary schools. A number of states have included this change as a part of their educational reform mandates.

Counselors are not only being expected by the public to provide more counseling services but also to be able to show how well they do their

job. It is clear, from the review of literature, that accountability is becoming a major counselor job expectation.

CHAPTER III. METHODS

This study identified criteria for the evaluation of school counselors which may be used by local schools to build evaluation instruments or to refine currently used measuring devices to provide a more accurate assessment of counselor performance. A questionnaire was developed and administered to teachers, counselors, and principals or supervisors to test the criteria based on item discrimination power. The development of the questionnaire, subjects participating, procedures for data collection, and the statistical analysis employed are examined in this chapter.

Questionnaire Construction

Item selection for the questionnaire was based on a review of evaluation instruments, job descriptions, counselor skills, performance criteria listings, and competency-based guidance models describing desirable counselor behaviors (1, 9, 18, 23, 31, 45, 46, 50, 57, 60, 61, 67, 81, 82, 85, 92). Additional behaviors were gleaned from the critical work activity time sheets completed by counselors who have participated in the Iowa State University School Improvement Model (SIM) Projects. This process yielded numerous duplications and many similar items. Most schools have had secondary guidance counselors for at least twenty years, while many schools still don't have an elementary counselor or have added one rather recently. This produced a major imbalance in elementary and secondary counselor evaluation items to consider for this study. The 74 criteria utilized for the Counselor Performance Item Discrimination

Questionnaire (Appendix A) were primarily selected on the basis of priority and frequency of appearance in lists found in the review of literature.

In creating the criteria pool, hundreds of possible performance behaviors were identified. This provided the opportunity for social validity/mass authorship to be used as the means for determining which of these items to include in the survey.

Teachers, peer counselors, the immediate supervisor of the counselor being rated, and counselors completing a self-evaluation all responded to exactly the same survey. The instructions for completing the questionnaire asked raters to evaluate the performance of the designated counselor on each item on a six-point scale: never or strongly disagree, seldom or disagree, sometimes or neither agree nor disagree, often or agree, always or strongly agree, and unable to observe.

The questionnaire was divided into five performance areas: services to students; services to school staff; services to parents/guardians; general services; and personal qualities and professional development. These categories evolved from the review of literature and were used for the purpose of grouping the counselor behaviors into a format which made it easier and simpler for the rater to complete.

On January 13, 1988, the questionnaire was administered to a volunteer group of graduate students majoring in Educational Administration at Iowa State University. As a result of this field test, a number of refinements and clarifications were made in the introduction, instructions, and wording of several questions.

Selection of Sample and Collection of Data

Subjects who participated in the study were from seven public schools who had received staff development inservice training or had been involved with a project through Iowa State University's School Improvement Model (SIM). Table 1 lists the districts, schools, enrollments, and number of counselors participating.

A contact person was established in each district during the fall of 1987. Each of these people was mailed a survey in early January, 1988, asking for some school district background data plus the following information for each school with a counselor involved: principal's name, counselor's name(s), sex of each counselor, enrollment, grade span served, telephone number, and name of the secretary designated to receive and return the envelopes with the answer sheets.

In late January, 1988, a box of materials was sent to each of the seven district designees with a separately bound packet for each participating counselor in their district. Each of these bundles contained 18 envelopes with the name of the counselor being rated in the upper left-hand corner, a school employee position (teacher, counselor self-evaluation, peer counselor, principal or supervisor) in the upper right-hand corner, and the name of the designated building secretary who was to receive and return the completed answer sheets in the lower right-hand corner of the envelope. Inside each rater's envelope was a questionnaire and an optical mark answer sheet.

Table 1. Districts, schools, enrollments, and number of counselors participating

School district	District enrollment	Schools	School building enrollment	Grade span	Number of counselors participating
1. Unified School District #504 Oswego, Kansas	458	Oswego High School	113	9-12	1
					Subtotal 1
2. Unified School District #321 St. Marys, Kansas	1, 117	St. Marys High School	171	9-12	1
					Subtotal 1
3. Unified School District #480 Liberal, Kansas	3,529	Liberal High School	935	9-12	3
		South Junior High School	217	7-8	1
		West Junior High School	244	7-8	1
					Subtotal 5
4. Unified School District #446 Independence, Kansas	2,302	Independence High School	737	9-12	2
		Independence Middle School	526	6-8	1
		Lincoln School	429	K-5	1
		Riley School	312	K-5	1
					Subtotal 5
5. Lubbock Independent School District Lubbock, Texas	29,996	Coronado High School	1,615	10-12	1
		Dunbar-Struggs High School	625	10-12	1
		J. T. Hutchison Jr. High	777	7-9	1
		Mackenzie Jr. High School	553	8-9	1
		Roscoe Wilson Elementary	392	K-6	1
		Wheelock Elementary	404	K-6	1
					Subtotal 6

Table 1. Continued

School district	District enrollment	Schools	School building enrollment	Grade span	Number of counselors participating
6. Rockingham County Public Schools Harrisonburg, Virginia	9,181	Broadway High School Turner Ashby High School Spotswood High School John W. Wayland Intermediate School Montevideo Intermediate John C. Myers Intermediate School Elkton Intermediate School	813 826 1,003 646 425 657 304	9-12 9-12 9-12 6-8 6-8 6-8 6-8	3 3 3 2 2 2 <u>1</u> • Subtotal 16
7. East Allen County Schools New Haven, Indiana	9,563	Heritage Jr./Sr. High School Leo Junior/Senior High School Woodlan Jr./Sr. High School New Haven High School Paul Harding High School New Haven Middle School Village Woods Middle School Woodburn Elementary School Highland Terrace School Hoagland Elementary Meadowbrook Elementary Harlan Elementary Southwick Elementary Leo Elementary New Haven Elementary	689 663 770 971 840 569 573 408 355 374 453 422 475 630 449	7-12 7-12 7-12 9-12 9-12 6-8 6-8 K-6 K-5 K-6 K-5 K-5 K-5 K-6 K-5	2 2 2 3 3 1 2 1 1 1 1 1 1 1 <u>1</u> Subtotal 24 Grand total 58

Data were collected in February and March, 1988. Stamped, addressed envelopes were provided for returning the sealed envelopes with answer sheets to the School Improvement Model Projects office for processing.

An assistant principal for the Patchogue-Medford High School in Medford, New York, volunteered the ten counselors from her district to participate in this project. However, on February 29, 1988, she indicated by telephone that the teachers in their large high school felt they didn't have the opportunity to observe the behaviors of the counselors sufficiently to complete the questionnaires. For this reason, none of these counselors was included in this study. No attempt was made to secure counselor replacements for this school.

Treatment of Data

Hidlebaugh's (43), Judkins' (47), Look's (55), and Lueders' (56) employment of the Menne and Tolsma (59) methodology for determining item discrimination power was used in this study to analyze the 74 criteria on the Counselor Performance Item Discrimination Questionnaire (Appendix A).

The pattern of between-group and within-group variances was used to determine which items discriminated (59). A certain percentage of the total sum of squares must be due to between-group variance in order for an item to discriminate. Hidlebaugh (43) asserted that:

Since the ratio of between to within-group mean squares, under the usual analysis of variance assumptions, varies as the F statistic and is also influenced by the size sample, it is more pragmatic to use the percentage of total sum of squares due to between-groups as an appropriate discrimination index (pp. 41-42).

A between-group minimum percentage of the total sums of squares sufficient to discriminate at the .05 level of significance is 13 percent. Table 2 displays the sources of data analyzed in determining item discrimination. A 15 rater minimum was used because this is the approximate total number of professional staff members in a two-section elementary school. The 13 percent was computed as follows:

<u>Source</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Between groups	2-1 = 1	x	$\frac{x}{100-x/28}$	$\frac{4.20}{1}$
Within groups	2(15-1) = 28	<u>100-x</u>		
Total	29	100		

Therefore:

$$\frac{\frac{x}{100-x}}{28} = 4.20$$

$$x = 4.20 \frac{100-x}{28}$$

$$28x = (4.20)(100-x)$$

$$28x = 420 - 4.20x$$

$$(28 + 4.20)x = 420$$

$$32.2x = 420$$

$$x = 13.04$$

$$100 - x = 86.96$$

Table 2. Analysis of variance for two groups with 15 subjects per group

Source	DF	SS	MS	
Between groups	2-1 = 1	13%	22	$13/87/28 = 4.20^*$
Within groups	2(15-1) = 28	87%	$\frac{87}{28}$	
Total	29	100%		

*The critical F value with 1 and 28 degrees of freedom at the .05 level is 4.20.

A between-group minimum percentage of the total sums of squares sufficient to discriminate, at the .01 level of significance, is 22 percent. This minimum assumes the item is to distinguish between two counselors being rated by at least 15 raters each. The Menne and Tolsma (59, p. 6) formula reasons that:

If an item is a discriminating one in a situation involving a few small groups, then it will also be capable of discriminating among more numerous and/or larger groups. The reverse, of course is not true.

A Cronbach alpha reliability coefficient was computed for all criteria established as discriminating at the .05 level of significance to provide an estimate for internal consistency. This procedure assesses the inter-item consistency or homogeneity of the items and is used for measures which have multiple-scored scales.

An analysis of variance (ANOVA) was used to test the statistical significance of group means for each item by rater positions and school enrollments. The Scheffe' multiple range test was calculated for each

item that discriminated to determine which group means differed significantly.

CHAPTER IV. FINDINGS

Introduction

The primary focus of this study was the identification of criteria for the evaluation of elementary and secondary school counselors based on item discrimination power. Data were collected by means of a 74-item questionnaire which was developed through a thorough review of the relevant literature and the study of counselor evaluation instruments currently being used for performance appraisal. In addition to discrimination power, item reliability and validity were of principal concern.

In creating the criteria pool, hundreds of possible items were identified. Selection of the criteria to be used was made chiefly on the basis of recommended priority and frequency of appearance in the review of literature.

Fifty-eight counselors from seven school districts volunteered to participate in this research effort. Each of the 45 secondary and 13 elementary counselors was sent 18 questionnaires that were to be distributed to, and completed by, the principal or supervisor, peer counselor, teachers, and counselor being rated. Those choosing not to take part were asked to return their answer sheet in the sealed envelope provided in order to protect their anonymity. There was a potential of 1,044 responses. Computer scored answer sheets were returned by 1,026 raters with 1,004 of them being completed and 22 being unmarked. There were 18 which were not returned. This provided a 98 percent rater response to the questionnaire with the 96 percent completing an answer

sheet included in the study. Each of the 58 counselors received the minimum 15 ratings required for inclusion in the Menne and Tolsma (59) test for determining item discrimination power. There was a mean of 17.3 raters per counselor. See Tables 3, 4, and 5.

The nature of a counselor's position calls for extensive confidentiality and one-to-one closed door conferencing with students, parents, teachers, and administrators. These factors add a great deal of complexity to counselor performance appraisal. Establishing which counselor behaviors are observable and which are not is very important in developing a new or strengthening an existing evaluation instrument.

A six-point scale was used to rate counselor performance on the item discrimination questionnaire. Points one through five on the scale were used as value indicators of counselor performance with point six "unable to observe" being a non-value response. A frequency count was recorded for each of the six answers. The "unable to observe" rater response for the 74 items ranged from .7 percent to 48.2 percent. Table B.1 (Appendix B) shows the number and percent of evaluators for each survey item who indicated that counselor performance was not observable. Item number 68, "Demonstrates appropriate grooming and attire," had only seven of the raters indicate they were unable to observe this criteria. Yet, item number 47, "Assists the parent/guardian in improving family communication skills," had 484 of the 1,004 raters indicate this item was not observable. Table 6 lists the 15 items which had the highest percent and Table 7 enumerates the 15 criteria which had the lowest percent of

Table 3. Raters and counselors by school district

	All raters	All counselors	Elementary		Secondary	
			Raters	Counselors	Raters	Counselors
1. Unified School District #504 Oswego, Kansas	17	1			17	1
2. Unified School District #321 St. Marys, Kansas	18	1			18	1
3. Unified School District #480 Liberal, Kansas	86	5			86	5
4. Unified School District #446 Independence, Kansas	89	5	35	2	54	3
5. Lubbock Independent School District Lubbock, Texas	103	6	33	2	70	4
6. Rockingham County School District Harrisonburg, Virginia	285	16			285	16
7. East Allen County Schools New Haven, Indiana	406	24	148	9	258	15
Totals	1,004	58	216	13	788	45

Table 4. Position of raters who completed the counselor performance item discrimination questionnaire

Rater position	Number	Percent
Principals/supervisors	60	6.0
Counselors self-evaluation	57	5.9
Peer counselors	59	5.7
Teachers	<u>828</u>	<u>82.5</u>
Totals	1,004	100.0

Table 5. Number of raters who rated each counselor^a

Number of counselors	Number of raters for each counselor	Number of ratings
32	18	576
15	17	255
8	16	128
<u>3</u>	15	<u>45</u>
Totals	58	1,004

^aMean number of raters per counselor, 17.3.

Table 6. The 15 items which had the highest percent of raters indicate that counselor performance was not observable

Item number	Item	Percent of total raters who responded unable to observe	Rank
47	Assists the parent/guardian in improving family communication skills.	48.2	1
42	Counsels a staff member regarding a personal problem.	43.3	2
30	Helps students recognize the relationships between self-understanding and effective career decisions.	42.9	3
13	Assists students in developing job seeking skills.	38.8	4
59	Implements a planned public relations program that involves communication with external as well as internal publics.	38.1	5
51	Consults regularly with the principal.	37.5	6
49	Involves teachers, administration, and other counselors as members of the guidance team.	36.8	7
46	Assists parents/guardians in forming realistic perceptions of the student's aptitudes, abilities, interests, and attitudes as related to social/personal development and educational/career planning.	33.9	8
29	Conducts student needs assessment on a regular basis.	33.7	9

Table 6. Continued

Item number	Item	Percent of total raters who responded unable to observe	Rank
5	Uses appropriate individual and group counseling techniques in effectively assisting students with career decisions and career development concerns.	30.8	10
58	Establishes and maintains an ongoing liaison relationship with various agencies and individuals who play a significant role in student development.	30.3	11
73	Engages in professional growth activities.	29.5	12
39	Provides current guidance information and materials to teachers conducting classroom guidance activities.	28.3	13
28	Helps students explore educational and career options.	27.8	14
45	Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.	27.6	15

Table 7. The 15 items which had the lowest percent of raters indicate that counselor performance was not observable

Item number	Item	Percent of total raters who responded unable to observe	Rank
68	Demonstrates appropriate grooming and attire.	.7	74
33	Develops a positive relationship with staff members.	.9	73
66	Demonstrates a sense of humor at appropriate times.	1.0	72
60	Provides verbal communication which is clear, concise, and positive.	1.1	71
65	Demonstrates patience, understanding, consideration, and courtesy.	1.2	70
67	Shows interest and enthusiasm toward work.	1.2	70
63	Demonstrates effective listening skills.	1.5	68
38	Shares relevant information concerning students.	1.6	67
71	Demonstrates effective interpersonal relationships with others.	1.6	67
72	Exhibits an overall positive approach.	2.0	65
19	Demonstrates awareness of the needs of students.	2.3	64
20	Demonstrates sensitivity in relating to students.	2.6	63
54	Supports school regulations and policies.	3.0	62

Table 7. Continued

Item number	Item	Percent of total raters who responded unable to observe	Rank
1	Develops a positive working relationship with students.	3.3	61
21	Creates an environment conducive to effective communication and the development of good rapport.	3.4	60

raters who felt they weren't able to observe given counselor performance behaviors.

The hypotheses presented in Chapter I are restated in this chapter along with the results of the statistical tests which were used. Findings are highlighted by the use of tables.

Item Discrimination Questionnaire

Research hypothesis 1

Research hypothesis 1 stated that there will be no significant difference in the discriminating power of the items on the counselor evaluation questionnaire. The Menne and Tolsma (59) methodology for determining item discrimination power for questionnaires using group responses was applied to the 74 items for the 58 counselors. Each counselor had 15 to 18 ratings.

Testing revealed that 73 of the 74 items discriminated or measured differences between counselors. The null hypothesis was rejected on all but item number 22, "Maintains confidentiality concerning information about pupils and their families." The analysis indicated that 73 items had a sum of squares between-groups variance equal to or exceeding 13 percent of the variance for total sums of squares, the criterion established for discrimination at the .05 level of significance. The item discrimination values displayed in Table 8 ranges from 11 to 45 percent for each of the 74 criteria. The 15 items which received the highest item discrimination values in percent are recorded in Table 9 and those with the lowest 17 values are reported in Table 10.

Table 8. Item discrimination values in percent for all counselors
(analysis based on 1,004 raters for 58 counselors)

Item number	Item	Item discrimination in percent
1	Develops a positive working relationship with students.	34**
2	Provides crisis counseling in times of need.	31**
3	Works with individual students in a counseling setting using techniques that apply to the age/development of the student.	25**
4	Assists students in coping with personal and social concerns.	29**
5	Uses appropriate individual and group counseling techniques in effectively assisting students with career decisions and career development concerns.	26**
6	Assists students in appraising and understanding self.	27**
7	Assists students in developing a positive self-concept.	29**
8	Praises students for appropriate behavior.	23**
9	Treats students consistently and empathically.	22**
10	Works effectively with all students, not just "problem" students.	26**
11	Serves as a student advocate.	24**

**22% equals discrimination at the .01 level of significance.

Table 8. Continued

Item number	Item	Item discrimination in percent
12	Shares the responsibility for student placement.	28**
13	Assists students in developing job seeking skills.	30**
14	Assists with orientation program for new students.	34**
15	Prepares students each spring for the next grade through group discussion and visits.	28**
16	Meets with students to address development needs (e.g., social skills, decision-making, etc.).	28**
17	Facilitates small groups to resolve or remediate problems.	39**
18	Assists students in scheduling and/or counting credits.	45**
19	Demonstrates awareness of the needs of students.	31**
20	Demonstrates sensitivity in relating to students.	31**
21	Creates an environment conducive to effective communication and the development of good rapport.	27**
22	Maintains confidentiality concerning information about pupils and their families.	11
23	Employs a variety of effective guidance and counseling procedures.	29**

Table 8. Continued

Item number	Item	Item discrimination in percent
24	Creates an atmosphere in which confidence, understanding, and respect result in a helping relationship.	30**
25	Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.	17*
26	Demonstrates a sensitivity toward and knowledge of various handicapping conditions and necessary assistance and requirements.	18*
27	Helps students set goals and identify strategies for reaching goals.	20*
28	Helps students explore educational and career options.	35**
29	Conducts student needs assessment on a regular basis.	25**
30	Helps students recognize the relationships between self-understanding and effective career decisions.	29**
31	Assists in providing pre- and post-test information to all participating students so they understand the purpose of the testing program and the meaning and use of its results.	34**

*13% equals discrimination at the .05 level of significance.

Table 8. Continued

Item number	Item	Item discrimination in percent
32	Serves as a resource for using student performance data for diagnostic/remediation of student needs.	33**
33	Develops a positive relationship with staff members.	29**
34	Assists teachers in developing a team approach to planning and implementing classroom guidance.	24**
35	Communicates well with staff before and after student referrals.	26**
36	Provides staff with specific suggestions for assisting students in personal and academic growth.	27**
37	Effectively initiates, arranges, and conducts individual staffings (educator team meetings to help a student).	33**
38	Shares relevant information concerning students.	22**
39	Provides current guidance information and materials to teachers conducting classroom guidance activities.	26**
40	Reports professional research findings and their potential uses to the staff.	27**
41	Provides consultation services for teachers encountering "special" classroom problems with specific students.	28**

Table 8. Continued

Item number	Item	Item discrimination in percent
42	Counsels a staff member regarding a personal problem.	33**
43	Provides teacher inservice on the interpretation and utilization of test results.	30**
44	Develops a positive working relationship with parents/guardians.	24**
45	Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.	22**
46	Assists parents/guardians in forming realistic perceptions of the student's aptitudes, abilities, interests, and attitudes as related to social/personal development and educational/career planning.	23**
47	Assists the parent/guardian in improving family communication skills.	33**
48	Works with families to resolve or remediate problems.	27**
49	Involves teachers, administration, and other counselors as members of the guidance team.	26**
50	Seeks appropriate help and advice with a difficult or serious problem.	31**
51	Consults regularly with the principal.	20*
52	Plans and organizes the guidance suite or office so that it is aesthetically pleasing and functional.	29**

Table 8. Continued

Item number	Item	Item discrimination in percent
53	Serves as a resource person to administrators, teachers, students, and parents in matters relating to drug and substance abuse.	39**
54	Supports school regulations and policies.	16*
55	Takes a leadership role in improving education in the school.	32**
56	Assumes responsibilities outside the guidance office as they relate to school.	26**
57	Promotes the school to parents and the community.	26**
58	Establishes and maintains an ongoing liaison relationship with various agencies and individuals who play a significant role in student development.	30**
59	Implements a planned public relations program that involves communication with external as well as internal publics.	30**
60	Provides verbal communication which is clear, concise, and positive.	35**
61	Demonstrates ability to write in a clear, accurate, and logical manner.	28**
62	Maintains poise in stressful situations while continuing to function in a professional manner.	31**
63	Demonstrates effective listening skills.	25**

Table 8. Continued

Item number	Item	Item discrimination in percent
64	Distinguishes between prime problems and trivialities.	20*
65	Demonstrates patience, understanding, consideration, and courtesy.	28**
66	Demonstrates a sense of humor at appropriate times.	24**
67	Shows interest and enthusiasm toward work.	28**
68	Demonstrates appropriate grooming and attire.	18*
69	Makes effective use of time, materials, and resources.	33**
70	Demonstrates evidence of personal organization.	33**
71	Demonstrates effective interpersonal relationships with others.	34**
72	Exhibits an overall positive approach.	28**
73	Engages in professional growth activities.	27**
74	Shows a willingness to try new approaches or methods.	28**

Table 9. The 15 items receiving the highest item discrimination values in percent for all counselors in rank order from high to low

Item number	Item	Item discrimination in percent	Rank
18	Assists students in scheduling and/or counting credits.	45**	1
17	Facilitates small groups to resolve or remediate problems.	39**	2
53	Serves as a resource person to administrators, teachers, students, and parents in matters relating to drug and substance abuse.	39**	3
28	Helps students explore educational and career options.	35**	4
60	Provides verbal communication which is clear, concise, and positive.	35**	4
1	Develops a positive working relationship with students.	34**	6
14	Assists with orientation program for new students.	34**	6
31	Assists in providing pre- and post-test information to all participating students so they understand the purpose of the testing program and the meaning and use of its results.	34**	6
71	Demonstrates effective interpersonal relationships with others.	34**	6
32	Serves as a resource for using student performance data for diagnostic/remediation of student needs.	33**	10

**22% equals discrimination at the .01 level of significance.

Table 9. Continued

Item number	Item	Item discrimination in percent	Rank
37	Effectively initiates, arranges, and conducts individual staffings (educator team meetings to help a student).	33**	10
42	Counsels a staff member regarding a personal problem.	33**	10
47	Assists the parent/guardian in im- proving family communication skills.	33**	10
69	Makes effective use of time, materials, and resources.	33**	10
70	Demonstrates evidence of personal organization.	33**	10

Table 10. The 17 items receiving the lowest item discrimination values in percent for all counselors in rank order from low to high

Item number	Item	Item discrimination in percent	Rank
22	Maintains confidentiality concerning information about pupils and their families.	11	74
54	Supports school regulations and policies.	16*	73
25	Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.	17*	72
26	Demonstrates a sensitivity toward and knowledge of various handicapping conditions and necessary assistance and requirements.	18*	71
68	Demonstrates appropriate grooming and attire.	18*	71
27	Helps students set goals and identify strategies for reaching goals.	20*	69
51	Consults regularly with the principal.	20*	69
64	Distinguishes between prime problems and trivialities.	20*	69
9	Treats students consistently and empathically.	22**	66
38	Shares relevant information concerning students.	22**	66

*13% equals discrimination at the .05 level of significance.

**22% equals discrimination at the .01 level of significance.

Table 10. Continued

Item number	Item	Item discrimination in percent	Rank
45	Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.	22**	66
8	Praises students for appropriate behavior.	23**	63
46	Assists parents/guardians in forming realistic perceptions of the student's aptitudes, abilities, interests, and attitudes as related to social/personal development and educational/career planning.	23**	63
11	Serves as a student advocate.	24**	61
34	Assists teachers in developing a team approach to planning and implementing classroom guidance.	24**	61
44	Develops a positive working relationship with parents/guardians.	24**	61
66	Demonstrates a sense of humor at appropriate times.	24**	61

The Cronbach alpha reliability coefficient to determine internal consistency was .996 for the 73 items with a discriminating value of 13 percent or greater. This high test result provides reasonable assurance that the counselor ratings are relatively free of error variance and instead are measures of the true differences in counselor performance.

Research hypothesis 2

Research hypothesis 2 stated that there will be no significant difference in counselor appraisal ratings based on the rater position of teachers, counselors, or principals/supervisors. An analysis of variance (ANOVA) was calculated for the 73 items identified as having the power to discriminate. The 1,004 rater responses were divided into one of four position categories which included 828 teachers, 60 principals/supervisors, 59 peer counselors, and 57 counselors.

The null hypothesis was rejected for 39 of the 73 items which were found to be discriminating. A significant difference in the means of the four rater groups began with a critical F ratio value of 2.60 at the .05 level of confidence. The 73 items in rank order from low to high by ANOVA F ratio for the combined rater positions are reported in Table C.1 (Appendix C).

The Scheffe' multiple range test was applied to each item that discriminated to determine which of the rater group means were significantly different at the .05 level. The rater position group values which differed significantly are underlined in Table C.1 and Tables 11 and 12.

Item 11, "Serves as a student advocate," had the highest F ratio of 10.33. The teachers' group rating mean for counselors for this item was significantly lower than the group mean for both the counselors' self-evaluation group and the peer counselors' group. Table 11 lists the 16 items which had a significant difference in rater means for the teachers' group and the counselors' self-evaluation group. For 14 of these items the mean of the teachers' group was significantly lower than the mean of the counselors' self-evaluation group. The nine items which had teachers' group means that were significantly lower than the peer counselors' group means are shown in Table 12. Principals'/supervisors' mean ratings of counselors were significantly lower than the peer counselors' ratings on six items and lower than the teachers' group ratings on three others.

Research hypothesis 3

Research hypothesis 3 stated there will be no significant difference between the items which discriminate for elementary counselors and the items which discriminate for secondary counselors. The Menne and Tolsma (59) methodology for determining item discrimination power for questionnaires using group responses was applied to each of the 74 items for the 217 who rated the 13 elementary counselors and then for the 786 who rated the 45 secondary counselors. Each counselor had 15 to 18 ratings.

Testing revealed that 47 of the 74 items discriminated or measured differences between the 13 elementary principals. The analysis indicated that 47 items had a sum of squares between-groups variance equal to or

Table 11. List of discriminating items in which the teachers' group means were significantly lower than the counselors' self-evaluation group means in rank order from low to high by ANOVA F ratio

Item number	Item	ANOVA F ratio	Counselor self-evaluation mean (N)	Teacher mean (N)
56	Assumes responsibilities outside the guidance office as they relate to school.	2.94*	<u>4.54(56)^a</u>	<u>4.13(719)</u>
13	Assists students in developing job seeking skills.	3.67*	<u>3.26(50)</u>	<u>3.72(463)</u>
37	Effectively initiates, arranges, and conducts individual staffings (educator team meetings to help a student).	4.15**	<u>4.06(52)</u>	<u>3.55(672)</u>
3	Works with individual students in a counseling setting using techniques that apply to the age/development of the student.	4.24**	<u>4.68(57)</u>	<u>4.35(648)</u>
20	Demonstrates sensitivity in relating to students.	4.38**	<u>4.78(57)</u>	<u>4.38(802)</u>
19	Demonstrates awareness of the needs of students.	4.66**	<u>4.68(57)</u>	<u>4.32(806)</u>
9	Treats students consistently and empathically.	4.81**	<u>4.72(57)</u>	<u>4.36(755)</u>
1	Develops a positive working relationship with students.	4.96**	<u>4.70(57)</u>	<u>4.38(796)</u>

^aScheffe' multiple range test results reported by item by use of underlining pairs of significantly different means.

*The critical F value is 2.60 at the .05 level of confidence.

**The critical F value is 3.78 at the .01 level of confidence.

Table 11. Continued

Item number	Item	ANOVA F ratio	Counselor self-evaluation mean (N)	Teacher mean (N)
49	Involves teachers, administration, and other counselors as members of the guidance team.	5.23**	<u>4.25(56)</u>	<u>3.77(734)</u>
50	Seeks appropriate help and advice with a difficult or serious problem.	5.65**	<u>4.64(56)</u>	<u>4.19(575)</u>
21	Creates an environment conducive to effective communication and the development of good rapport.	5.67**	<u>4.65(57)</u>	<u>4.22(794)</u>
24	Creates an atmosphere in which confidence, understanding, and respect result in a helping relationship.	5.95**	<u>4.67(57)</u>	<u>4.27(762)</u>
10	Works effectively with all students, not just "problem" students.	6.09**	<u>4.66(56)</u>	<u>4.23(763)</u>
25	Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.	6.18**	<u>4.86(56)</u>	<u>4.48(714)</u>
29	Conducts student needs assessment on a regular basis.	8.49**	<u>3.14(54)</u>	<u>3.70(511)</u>
11	Serves as a student advocate.	10.33**	<u>4.50(56)</u>	<u>3.99(696)</u>

Table 12. List of discriminating items in which the teachers' group means were significantly lower than the peer counselors' means in rank order from low to high by ANOVA F ratio

Item number	Item	ANOVA F ratio	Peer counselor mean (N)	Teacher mean (N)
8	Praises students for appropriate behavior.	3.81**	<u>4.70(54)^a</u>	<u>4.41(736)</u>
30	Helps students recognize the relationships between self-understanding and effective career decisions.	4.05**	<u>4.21(53)</u>	<u>3.76(419)</u>
4	Assists students in coping with personal and social concerns.	4.56**	<u>4.63(57)</u>	<u>4.31(752)</u>
27	Helps students set goals and identify strategies for reaching goals.	5.08**	<u>4.45(55)</u>	<u>4.02(654)</u>
41	Provides consultation services for teachers encountering "special" classroom problems with specific students.	5.12**	<u>4.30(56)</u>	<u>3.80(732)</u>
2	Provides crisis counseling in times of need.	5.86**	<u>4.73(56)</u>	<u>4.32(710)</u>
36	Provides staff with specific suggestions for assisting students in personal and academic growth.	6.62**	<u>4.11(54)</u>	<u>3.59(791)</u>
34	Assists teachers in developing a team approach to planning and implementing classroom guidance.	8.62**	<u>3.81(48)</u>	<u>3.08(684)</u>
11	Serves as a student advocate.	10.33**	<u>4.52(56)</u>	<u>3.99(696)</u>

^aScheffe' multiple range test results reported by item by use of underlining pairs of significantly different means.

**The critical F value is 3.78 at the .01 level of confidence.

exceeding 13 percent of the variance of the total sums of squares, the criterion established for discrimination at the .05 level of significance. Using this same inquiry for the 45 secondary counselors, it was determined that the variance of 40 of the 74 items discriminated significantly. These results are displayed in Table D.1 (Appendix D).

Item number 71, "Demonstrates effective interpersonal relationships with others," was the top ranking discriminating item for elementary counselors and ranked third for secondary counselors. Item number 60, "Provides verbal communication which is clear, concise, and positive," was ranked second for both groups. The item with the highest discriminating value for secondary counselors is number 62, "Maintains poise in stressful situations while continuing to function in a professional manner." This item ranked number 43 for elementary counselors. The items which discriminated for elementary counselors are listed in rank order by percent in Table 13 and for secondary counselors in Table 14.

Research hypothesis 4

Research hypothesis 4 stated there will be no significant difference between the items which discriminate for male raters and the items which discriminate for female raters. The Menne and Tolsma (59) approach for determining item discrimination power for surveys using group responses was applied to each of the 74 items for the 309 male and 513 female raters. There were 182 raters who weren't included in this portion of the study because they failed to designate their gender on the optical mark answer sheet. Three of the counselors had all female raters, thus

Table 13. The 17 items receiving the highest item discrimination values in percent for elementary counselors in rank order from high to low (analysis based on 217 ratings of 13 elementary counselors)

Item number	Item	Item discrimination in percent	Rank
71	Demonstrates effective interpersonal relationships with others.	50**	1
60	Provides verbal communication which is clear, concise, and positive.	50**	1
65	Demonstrates patience, understanding, consideration, and courtesy.	44**	3
72	Exhibits an overall positive approach.	39**	4
67	Shows interest and enthusiasm toward work.	38**	5
19	Demonstrates awareness of the needs of students.	37**	6
20	Demonstrates sensitivity in relating to students.	36**	7
66	Demonstrates a sense of humor at appropriate times.	35**	8
1	Develops a positive working relationship with students.	34**	9
33	Develops a positive relationship with staff members.	34**	9
24	Creates an atmosphere in which confidence, understanding, and respect result in a helping relationship.	34**	9
69	Makes effective use of time, materials, and resources.	32**	12

**22% equals discrimination at the .01 level of significance.

Table 13. Continued

Item number	Item	Item discrimination in percent	Rank
35	Communicates well with staff before and after student referrals.	31**	13
9	Treats students consistently and empathically.	30**	14
63	Demonstrates effective listening skills.	30**	14
7	Assists students in developing a positive self-concept.	30**	14
21	Creates an environment conducive to effective communication and the development of good rapport.	30**	14

Table 14. The 14 items receiving the highest item discrimination values in percent for secondary counselors in rank order from high to low (analysis based on 787 ratings of 45 secondary counselors)

Item number	Item	Item discrimination in percent	Rank
62	Maintains poise in stressful situations while continuing to function in a professional manner.	28**	1
60	Provides verbal communication which is clear, concise, and positive.	27**	2
71	Demonstrates effective interpersonal relationships with others.	26**	3
1	Develops a positive working relationship with students.	26**	3
70	Demonstrates evidence of personal organization.	25**	5
33	Develops a positive relationship with staff members.	24**	6
67	Shows interest and enthusiasm toward work.	24**	6
19	Demonstrates awareness of the needs of students.	23**	8
20	Demonstrates sensitivity in relating to students.	22**	9
72	Exhibits an overall positive approach.	22**	9
21	Creates an environment conducive to effective communication and the development of good rapport.	21*	11

*13% equals discrimination at the .05 level of significance.

**22% equals discrimination at the .01 level of significance.

Table 14. Continued

Item number	Item	Item discrimination in percent	Rank
52	Plans and organizes the guidance suite or office so that it is aesthetically pleasing and functional.	21*	11
55	Takes a leadership role in improving education in the school.	21*	11
65	Demonstrates patience, understanding, consideration, and courtesy.	21*	11

reducing the number of counselors being rated by males to 55. This analysis identified those items which had a sum of squares between-group variance equal to or exceeding 13 percent of the variance of the total sums of squares, the criterion established for discrimination at the .05 level of significance. All items had discriminating values for ratings given by both male and female evaluators that were greater than 13 percent. The item discrimination values in rank order by percent according to rater gender are identified in Table E.1 (Appendix E).

The 15 items receiving the highest discrimination values in percent given by male raters is shown in Table 15 and by female raters in Table 16. Item number 1, "Develops a positive working relationship with students," was found to be the most discriminating item with male raters. Item number 18, "Assists students in scheduling and/or counting credits," had the highest discrimination value for ratings given by females and ranked second for male raters.

Research hypothesis 5

Research hypothesis 5 stated there will be no significant difference between the items which discriminate for male counselors and the items which discriminate for female counselors. The Menne and Tolsma (59) methodology for determining item discrimination power for questionnaires using group responses was applied to each of the 74 items for the 397 ratings of the 23 male counselors and for the 607 ratings of the 35 female counselors. There were three male elementary and 20 male secondary counselors and 10 female elementary and 25 female secondary counselors involved in this study. Each counselor was rated by 15 to 18 raters.

Table 15. The 15 items receiving the highest item discrimination values in percent for male raters in rank order from high to low (analysis is based on 309 male raters)

Item number	Item	Item discrimination in percent ^a	Rank
1	Develops a positive working relationship with students.	50**	1
18	Assists students in scheduling and/or counting credits.	49**	2
37	Effectively initiates, arranges, and conducts individual staffings (educator team meetings to help a student).	45**	3
60	Provides verbal communication which is clear, concise, and positive.	45**	3
17	Facilitates small groups to resolve or remediate problems.	44**	5
42	Counsels a staff member regarding a personal problem.	44**	5
12	Shares the responsibility for student placement.	44**	5
7	Assists students in developing a positive self-concept.	42**	8
14	Assists with orientation program for new students.	42**	8
70	Demonstrates evidence of personal organization.	42**	8

^aThere were three of the 58 counselors who had only female raters.

**22% equals discrimination at the .01 level of significance.

Table 15. Continued

Item number	Item	Item discrimination in percent	Rank
31	Assists in providing pre- and post- test information to all participat- ing students so they understand the purpose of the testing program and the meaning and use of its results.	41**	11
30	Helps students recognize the relationships between self- understanding and effective career decisions.	41**	11
21	Creates an environment conducive to effective communication and the development of good rapport.	41**	11
28	Helps students explore educational and career options.	40**	14
51	Consults regularly with the principal.	40**	14

Table 16. The 15 items receiving the highest item discrimination values in percent for female raters in rank order from high to low (analysis based on 513 female raters)

Item number	Item	Item discrimination in percent	Rank
18	Assists students in scheduling and/or counting credits.	59**	1
17	Facilitates small groups to resolve or remediate problems.	51**	2
28	Helps students explore educational and career options.	48**	3
73	Engages in professional growth activities.	47**	4
53	Serves as a resource person to administrators, teachers, students, and parents in matters relating to drug and substance abuse.	47**	4
69	Makes effective use of time, materials, and resources.	46**	6
58	Establishes and maintains an ongoing liaison relationship with various agencies and individuals who play a significant role in student development.	45**	7
31	Assists in providing pre- and post-test information to all participating students so they understand the purpose of the testing program and the meaning and use of its results.	45**	7
32	Serves as a resource for using student performance data for diagnostic/remediation of student needs.	45**	7

**22% equals discrimination at the .01 level of significance.

Table 16. Continued

Item number	Item	Item discrimination in percent	Rank
47	Assists the parent/guardian in improving family communication skills.	45**	7
14	Assists with orientation program for new students.	44**	11
70	Demonstrates evidence of personal organization.	44**	11
71	Demonstrates effective interpersonal relationships with others.	44**	11
42	Counsels a staff member regarding a personal problem.	43**	14
13	Assists students in developing job seeking skills.	43**	14

This analysis identified those items which had a sum of squares between-group variance equal to or exceeding 13 percent of the variance of the total sums of squares, the criterion established for discrimination at the .05 level of significance. Table F.1 (Appendix F) lists the item discrimination values in percent according to counselor gender for the 74 items. A total of 73 items discriminated for male counselors and 72 items for female counselors.

Table 17 displays the 15 items with the highest discrimination values in percent for male counselors. The 14 items with the highest discrimination value in percent for female counselors is shown in Table 18. The most discriminating item for female counselors is number 18, "Assists students in scheduling and/or counting credits." This item ranks 23rd for male counselors. The top ranking discrimination value in percent for male counselors is item number 31, "Assists in providing pre- and posttest information to all participating students so they understand the purpose of the testing program and the meaning and use of its results." Ratings of female counselors yielded a discrimination ranking of 24th for item 31.

Research hypothesis 6

Research hypothesis 6 stated there will be no significant difference in counselor evaluation ratings based on school enrollment. An analysis of variance (ANOVA) was calculated for the 73 items previously identified as discriminating. For this portion of the research effort, the 38 schools with participating counselors were divided into groups of the 13 smallest schools with enrollments of 113 to 425, the 13 middle-sized

Table 17. The 15 items receiving the highest item discrimination values in percent for male counselors in rank order from high to low (analysis based on 397 ratings of 23 male counselors)

Item number	Item	Item discrimination in percent	Rank
31	Assists in providing pre- and post-test information to all participating students so they understand the purpose of the testing program and the meaning and use of its results.	44**	1
17	Facilitates small groups to resolve or remediate problems.	43**	2
69	Makes effective use of time, materials, and resources.	42**	3
32	Serves as a resource for using student performance data for diagnostic/remediation of student needs.	41**	4
53	Serves as a resource person to administrators, teachers, students, and parents in matters relating to drug and substance abuse.	41**	4
24	Creates an atmosphere in which confidence, understanding, and respect result in a helping relationship.	41**	4
70	Demonstrates evidence of personal organization.	39**	7
23	Employs a variety of effective guidance and counseling procedures.	39**	7
71	Demonstrates effective interpersonal relationships with others.	39**	7

**22% equals discrimination at the .01 level of significance.

Table 17. Continued

Item number	Item	Item discrimination in percent	Rank
42	Counsels a staff member regarding a personal problem.	38**	10
19	Demonstrates awareness of the needs of students.	37**	11
14	Assists with orientation program for new students.	36**	12
20	Demonstrates sensitivity in relating to students.	36**	12
60	Provides verbal communication which is clear, concise, and positive.	36**	12
37	Effectively initiates, arranges, and conducts individual staffings (educator team meetings to help a student).	36**	12

Table 18. The 14 items receiving the highest item discrimination values in percent for female counselors in rank order from high to low (analysis based on 607 ratings of 35 female counselors)

Item number	Item	Item discrimination in percent	Rank
18	Assists students in scheduling and/or counting credits.	53**	1
28	Helps students explore educational and career options.	36**	2
53	Serves as a resource person to administrators, teachers, students, and parents in matters relating to drug and substance abuse.	36**	2
17	Facilitates small groups to resolve or remediate problems.	33**	4
14	Assists with orientation program for new students.	32**	5
1	Develops a positive working relationship with students.	31**	6
13	Assists students in developing job seeking skills.	31**	6
71	Demonstrates effective interpersonal relationships with others.	30**	8
60	Provides verbal communication which is clear, concise, and positive.	30**	8
57	Promotes the school to parents and the community.	29**	10
56	Assumes responsibilities outside the guidance office as they relate to school.	29**	10

**22% equals discrimination at the .01 level of significance.

Table 18. Continued

Item number	Item	Item discrimination in percent	Rank
61	Demonstrates ability to write in a clear, accurate, and logical manner.	29**	10
59	Implements a planned public relations program that involves communication with external as well as internal publics.	28**	13
30	Helps students recognize the relationships between self-understanding and effective career decisions.	28**	13

schools with student numbers between 425 and 657, and the 12 largest schools with 663 to 1,615 pupils. There were 25 secondary and 13 elementary schools in the study.

The null hypothesis was rejected for 62 of the 73 items which were found to be discriminating. A significant difference in the means of the three enrollment groups began with a critical F ratio value of 3.00 at the .05 level of confidence. Items can be found in Table G.1 (Appendix G) based on responses by school enrollment and ranked from low to high according to ANOVA F ratio. The 15 items receiving the highest ranking are located in Table 19.

The Scheffe' multiple range test was used for each item that discriminated to determine which of the rater group means were significantly different at the .01 level. The school enrollment group values which differed significantly are underlined in Table G.1. There are 51 item means for small schools, 51 for medium-sized schools, and 46 for large schools that are significantly different from one or both of the other two means for that item. The mean rating counselors received in the large school enrollment group was higher on 70 of the 74 items than it was for counselors in the small school enrollment group.

Table 19. The 15 items receiving the highest discrimination values based on responses by school enrollment in rank order from high to low ANOVA F ratio

Item number	Item	ANOVA F ratio
15	Prepares students each spring for the next grade through group discussion and visits.	38.06**
18	Assists students in scheduling and/or counting credits.	27.63**
7	Assists students in developing a positive self-concept.	27.04**
14	Assists with orientation program for new students.	22.52**
16	Meets with students to address development needs (e.g., social skills, decision-making, etc.).	22.12**
60	Provides verbal communication which is clear, concise, and positive.	21.97**
4	Assists students in coping with personal and social concerns.	20.70**
3	Works with individual students in a counseling setting using techniques that apply to the age/development of the student.	19.72**
9	Treats students consistently and empathically.	17.86**
19	Demonstrates awareness of the needs of students.	17.42**

^aScheffe' multiple range test results reported by item by use of underlining pairs of significantly different means.

**The critical F value is 4.61 at the .01 level of significance.

School enrollment			
Small 113 to 425 mean (N)	Medium 429 to 657 mean (N)	Large 663 to 1,615 mean (N)	Grand mean (N)
<u>3.46(185)^a</u>	<u>4.14(208)</u>	<u>4.30(409)</u>	4.06(802)
<u>4.21(137)</u>	<u>4.29(170)</u>	<u>4.71(479)</u>	4.53(786)
<u>4.12(227)</u>	<u>4.62(271)</u>	<u>4.32(415)</u>	4.36(913)
<u>4.10(203)</u>	<u>4.40(243)</u>	<u>4.59(449)</u>	4.42(895)
<u>3.86(206)</u>	<u>4.31(253)</u>	<u>3.80(356)</u>	3.97(815)
<u>4.07(235)</u>	<u>4.48(273)</u>	<u>4.48(482)</u>	4.38(990)
<u>4.10(222)</u>	<u>4.56(272)</u>	<u>4.34(432)</u>	4.35(926)
<u>4.11(192)</u>	<u>4.59(235)</u>	<u>4.41(392)</u>	4.39(819)
<u>4.17(225)</u>	<u>4.59(263)</u>	<u>4.40(440)</u>	4.40(928)
<u>4.10(233)</u>	<u>4.52(276)</u>	<u>4.40(472)</u>	4.36(981)

Table 19. Continued

Item number	Item	ANOVA F ratio
1	Develops a positive working relationship with students.	17.36**
10	Works effectively with all students, not just "problem" students.	16.99**
53	Serves as a resource person to administrators, teachers, students, and parents in matters relating to drug and substance abuse.	16.84**
6	Assists students in appraising and understanding self.	16.82**
50	Seeks appropriate help and advice with a difficult or serious problem.	15.52**

School enrollment			
Small 113 to 425 mean (N)	Medium 429 to 657 mean (N)	Large 663 to 1,615 mean (N)	Grand mean (N)
<u>4.21(231)</u>	<u>4.61(275)</u>	<u>4.40(464)</u>	4.41(970)
<u>3.99(226)</u>	<u>4.36(264)</u>	<u>4.40(447)</u>	4.29(937)
<u>3.90(212)</u>	<u>4.29(241)</u>	<u>3.78(400)</u>	3.95(853)
<u>4.06(219)</u>	<u>4.46(260)</u>	<u>4.17(393)</u>	4.23(872)
<u>3.91(174)</u>	<u>4.35(209)</u>	<u>4.37(364)</u>	4.26(747)

CHAPTER V. SUMMARY, CONCLUSIONS, LIMITATIONS, DISCUSSION, AND RECOMMENDATIONS

Summary

In responding to demands for greater accountability, counselors have shown an increasing interest in performance appraisal. It is generally recognized that counselor professional improvement and development comes from regular feedback using evaluation instruments with carefully selected criteria.

This investigation identified discriminating, reliable, and valid items for evaluating counselor performance which may be used by local schools in constructing a new or refining an existing evaluation instrument. There were 1,004 principals/supervisors, counselors, and teachers who rated 58 counselors from several school districts located in the states of Kansas, Texas, Indiana, and Virginia.

Data were collected employing a 74-item questionnaire with 15 to 18 raters using a six-point rating scale. The Menne and Tolsma (59) methodology was used for determining item discrimination power. Items were analyzed to determine which had a sum of squares between-groups difference equal to or exceeding 13 percent of the variance for total sums of squares, the criterion established for discrimination at the .05 level of significance. The Cronbach alpha reliability coefficient was calculated on items with discriminating values of 13 percent or greater to determine the internal consistency of the counselor ratings.

Data analysis:

1. Seventy three of the 74 items on the questionnaire discriminated or measured differences between the 58 counselors. "Maintains confidentiality concerning information about pupils and their families" was the only counselor competence which failed to meet the 13 percent criterion established for discrimination. Testing revealed high internal consistency among counselor ratings.

2. Rater observability of counselor performance criteria varied greatly. The "unable to observe" rater response ranged from 7 to 484 out of the 1,004 ratings for each of the 74 items.

3. Two or more of the evaluator groups had significantly different means for 39 of the 73 items. Sixteen items had a significant difference between the teachers' group mean and the counselors' self-evaluation group mean. For 14 of these items the teachers' group mean for counselors was lower than it was for the counselor self-evaluation group. In all nine cases where there was a significant difference in mean ratings given by the teachers' group and the peer counselor group, the teachers' group mean was lower.

4. Forty-seven of the 74 items on the questionnaire measured differences between the 13 elementary counselors.

5. Forty of the 74 items on the survey discriminated for the 45 secondary counselors.

6. All 74 items had discriminating values for both male and female raters.

7. A total of 73 items discriminated for male counselors and 72 items for female counselors.

8. Sixty-two of the 73 items on the questionnaire discriminated or measured differences between counselors based on school enrollment. Counselors in the large school enrollment group had higher mean ratings on 70 of the 74 items than did the counselors in the small enrollment group.

9. "Assists students in scheduling and/or counting credits," was the item which received the highest discrimination value for all counselors.

Conclusions

The following conclusions are offered based on the compilation of information collected in this study.

1. The Menne and Tolsma (59) methodology for determining the discrimination power of items in instruments using group responses successfully identified 73 items for the evaluation of school counselors in this study.

2. Performance evaluation of elementary and secondary counselors can be done by 15 to 18 raters in the same building.

3. Item observability needs to be a major consideration in the selection of criteria for the evaluation of school counselors. Even if an item does discriminate, it is of little value if it is attempting to measure a behavior which many of the raters don't have the opportunity to observe.

4. The discrimination power of the items used in the counselor performance survey varied considerably.

5. The teachers' group rated most severely of the four evaluator groups. On 23 of 39 items which discriminated by rater position, the teachers' group mean was lower than the other three groups.

6. Rater observations of a specific counselor were very consistent. Internal consistency was determined by the Cronbach alpha reliability coefficient to be .996 for the 73 discriminating items. This test result provides a high degree of assurance that counselor ratings are measures of true differences in counselor performance.

7. A separate evaluation instrument should be used for elementary and secondary school counselors because of the differences in item discrimination values found for these positions.

8. The discrimination power of counselor performance criteria varied significantly by school enrollment. This is another factor for schools of various size to consider in selecting items for counselor evaluation instruments.

Limitations

The design of this study imposes the following limitations:

1. Each of the seven participating school districts had an administrator who volunteered their district's participation in this study. The very act of agreeing to take part could be an indication that the district is more interested in counselor evaluation than a district selected randomly.

2. Schools, counselors, and appraisers involved were encouraged by the administrators in their school and/or district to participate. The degree of choice that was given to participants to volunteer in this

research effort varied from school to school, which had a distinct bearing on rater selection.

3. The study dealt with items that described specific, observable counselor behaviors. Item selection, not counselor performance, was the focus. No attempt was made to deal with counselor effectiveness as measured by outcomes.

4. Each of the 58 counselors was rated by a minimum of 15 evaluators in developing the data base for identifying discriminating items. If fewer raters were used, or if an attempt was made to evaluate two specific counselors within a school, these items may not be discriminating.

5. Only 13 elementary counselors were included in the study and just three of these were male. The discriminating items identified in the study may not apply because of the small sample size for these two groups.

6. The 1,004 raters had difficulty appraising some of the criteria they were asked to rate. Twenty-one of the items had 20 percent or more of the raters indicate that they were "unable to observe" certain counselor behaviors. This variance in number of ratings for each of the 74 items may have influenced some of the findings.

7. The 74-item, nine-page questionnaire was too long. Written comments returned with the answer sheets and the failure of a number of the raters to complete the last few items of the questionnaire indicated frustration with the survey's length. This could have affected the analysis of the items.

8. There were more criteria included in the questionnaire specifically for secondary counselors than for elementary counselors.

This imbalance developed as a result of the gleaning of items from a review of literature which has more items for the well-established secondary counselor positions than it does for the emerging elementary counselor jobs.

Discussion

Bleuer (11) stresses the need for determining very specific examples of each desired behavior in performance assessments in order to reduce subjective judgments which may be threatening to counselors. This study responded to this challenge by identifying discriminating criteria for the evaluation of school counselors which may be used by local schools in constructing new evaluation instruments or in refining currently used measuring devices.

Counselors have unique positions which deal primarily in the affective domain. One of their primary functions involves personal counseling and communication with students and parents which in many instances is very sensitive and confidential. It is understandable that over 48 percent of the respondents didn't feel they were able to observe "Assists the parent/guardian in improving family communication skills" and 43 percent felt unable to rate "Counsels a staff member regarding a personal problem." Behaviors which 99 percent or better of the raters felt that they could observe included "Demonstrates appropriate grooming and attire," "Develops a positive relationship with staff members," and "Demonstrates a sense of humor at appropriate times." It is important to note that even though the item "Demonstrates appropriate grooming and attire" was the most observable, it ranked 71st in item discrimination

value for all counselors. Criteria selection is always a demanding task for the performance appraisal of any job, but because of the difficulty in observing many counselor behaviors, the complexity of evaluating this position is particularly difficult.

The process used for item selection for the questionnaire appears to have been very good based on the fact that 73 of the 74 items met the 13 percent criterion established for item discrimination at the .05 level of significance and 66 of the 74 items had a discrimination value of 22 percent or higher to discriminate at the .01 level. The item "Assists students in scheduling and/or counting credits" ranked number one in discriminating value in percent for all counselors. A possible reason for the top ranking of this item is its traditional role expectation.

The item "Serves as a student advocate" had the highest ANOVA F value for ratings given to counselors by rater positions. The mean rating given by teachers for this item was significantly below the mean for both peer counselors and counselor self-evaluations. Means for all four groups were reasonably high, but it appears there could be some major differences in the perception of counselors' student advocacy role. A somewhat disturbing finding is in regard to the item "Assists teachers in developing a team approach to planning and implementing classroom guidance" which received the second highest ANOVA F ratio and had the lowest grand mean. The traditional guidance approach placed a great deal of focus on the individual counselor, but 20 years ago a comprehensive developmental guidance movement began which proposed many guidance reforms, one being the placement of more focus on team guidance. The

response to this item raises a question as to how much progress has been made in this area over the past twenty years.

Secondary counselors face a variety of daily crises which makes it easy to understand why "Maintains poise in stressful situations while continuing to function in a professional manner" was the item which received the highest discrimination value in percent for this position. The fifth ranking item for secondary counselors was "Develops evidence of personal organization." Record keeping; material distribution; conferences with students, parents, and staff; and many other similar activities demand that a counselor have strong personal organizational skills in order to be a high performer which could explain the relative high rating of this item.

The largest discrimination ANOVA F ratios based on school enrollment size were for items "Prepares students each spring for the next grade through group discussion and visits" and "Assists students in scheduling and/or counting credits." In both cases the counselors in the large school group had significantly higher mean ratings than did the counselors in the small school group. One possibility for this difference could be that counselors in the larger schools are more experienced and have a better educational background which might account for the higher ratings. Counselor educational preparation and experience generally increases with school size. Higher counselor visibility in smaller schools might translate into higher counselor job expectation which could bring about lower relative ratings.

Recommendations for Practice

1. Included in Appendix H are discriminating criteria recommended for elementary counselors and in Appendix I for secondary counselors.
2. The Tennessee State Department of Education (82) stresses that in measuring areas of competence, it is important to have as many sources of information as possible. This approach provides safeguards for persons being evaluated, since one source can be balanced against another and it provides more information on which to base a judgment. It is recommended that consideration be given to using multiple raters in the evaluation of counselors. Teachers, peer counselors, and counselor self-evaluations could all provide the principal/supervisor with a great deal of valuable information to consider in preparing a thorough counselor performance appraisal.
3. Discrimination value, item observability, counselor position, and school enrollment size should all be considered in selecting counselor evaluation criteria from this study.
4. School board policy needs to be developed, if it doesn't exist, on purposes and procedures for counselor evaluation.
5. District counselor evaluation results could be kept from year to year to develop a counselor performance appraisal profile. If the district has several counselors, it may be possible to establish norms with rating results.
6. It is recommended that counselor educators review the discriminating counselor behaviors identified in this research in relation

to screening candidates for entry into their programs and in reviewing course content.

7. School districts which use the discriminating items for development of a counselor evaluation instrument could also use it in their screening process for filling counselor vacancies. After a person makes application, you could ask the candidate for permission to mail several of the instruments to employees in the school they are employed in, or if enrolled in a program at a university three or four professors could be mailed copies of the instrument. Results from this instrument could be compared to the performance appraisal profile for the counselors in the district.

Recommendations for Further Research

1. The results of this study need to be verified. Little or no research presently exists which identifies counselor behaviors in terms of discriminating power. Additional research could test whether the discriminating criteria identified in this study would yield similar results in the evaluation of other counselors.

2. Consideration should be given to adding students and possibly parents as groups to contribute input in the evaluation of counselors.

3. Further research needs to be done to identify a pool of discriminating criteria for the evaluation of elementary counselors. The elementary counselor sample in this study was only 13. There is some urgency in this recommendation due to the fact that elementary counselors are rapidly being added to the staffs of elementary schools both by local school choice and as a part of state-mandated school reform.

4. A study is recommended involving public and non-public school counselors to determine how similar the discriminating items are for the two groups. Consideration should be given to limiting this study to just secondary counselors as the number of elementary counselors in non-public schools are even less than in the public schools. The fact that counselors deal primarily in the affective area could make this a very interesting study.

5. Further research is warranted in regard to the finding in this study that the mean score on 70 of the 74 items was higher for the counselors being rated in the large school enrollment group than in the small school enrollment group. Some of the variables which could be included in this study might include counselor experience, educational training, age, and sex.

6. Additional study needs to be conducted on counselor criteria observability. Items need to be identified in terms of behaviors which can be observed generally by all rater groups and those which are more observable by specific rater groups.

7. Perception of counselor role and function needs additional study. The review of literature detected major differences in how counselors, boards of education, state departments of education, counselor educators, teachers, parents, students, and administrators view counselors and the job they are asked to perform. There is a real need for consensus and clarification of the counselor's position.

8. Research could be conducted to compare the results of measurements by observation of the behavior of counselors and counselor effectiveness as measured by outcomes.

9. Consideration is recommended for additional study to determine if discriminating criteria for middle school/junior high counselors are the same or different than for elementary and high school counselors.

Counselors need to take the initiative in becoming more accountable for the very valuable services they provide students, staff, parents, and boards of education. Even with the development of more sophisticated measurement instruments and processes, it is important to keep in mind that the number one goal for counselor evaluation is improvement of performance. As job assessment is approached in a school district, one of the first big hurdles is criteria identification. The results of this study should be helpful in selecting criteria for the evaluation of school counselors based on item discrimination.

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APPENDIX A.

**COUNSELOR PERFORMANCE ITEM DISCRIMINATION QUESTIONNAIRE,
PROCEDURES, AND INSTRUCTIONS**

100
USE OF HUMAN SUBJECTS FOR THE DISSERTATION
RESEARCH OF PERRY L. UHL
(January 1988)

Under the direction of Richard Manatt, as part of an ongoing development series of performance appraisal instruments by the School Improvement Model researchers (in the Research Institute for Studies in Education), a new instrument for the appraisal of elementary and secondary school counselors is being developed.

The creation of a pool of performance criteria will be selected from evaluation instruments, job descriptions, counselor skills, performance criterion listings, and competency-based guidance models for validity and tested for discrimination power and reliability.

The methodological steps include:

1. Obtaining the cooperation of selected schools working on school improvement models plus several individual counselors who have volunteered.
2. Selecting appropriate counselors for the research.
3. Identifying at least 15 knowledgeable subjects to rate the selected counselors on each of 74 potential criteria.
4. Analyzing the data using the Menne-Tolsma formula for determining performance items which have discriminative power. The Cronbach alpha reliability coefficient will be calculated on all items identified as discriminating at the .05 level of significance to provide an estimate of internal consistency.
5. A model counselor evaluation instrument will then be developed using the items which have been determined to be discriminating.

The following procedures will be used for distributing and collecting the counselor performance item discrimination questionnaire to assure confidentiality for those participating in the study.

1. The building principal of a participating school is sent a packet with at least 15 sealed envelopes, an Appraiser Form, and a return envelope for each counselor in his/her school taking part in the study.
2. Each of the envelopes has one of the following positions printed in the upper right hand corner:
Building Principal or Immediate Supervisor
Counselor (Self Evaluation)
Peer Counselor
Teacher
3. The building principal gives the packet of materials to the counselor to be rated whose name appears in the upper left hand corner of the envelopes. The counselor personally distributes each

envelope to a school employee holding the position designated in the upper right hand corner.

4. The counselor writes the names of the people to whom he/she distributes the envelopes on the Appraiser Form and gives this list to a designated secretary. The name of the counselor being rated appears in bold print at the top of this form.
5. Each envelope contains:
 - A. An answer sheet with the name of the counselor being rated printed at the top.
 - B. A questionnaire with appropriate instructions for completing it. (Each person completing a questionnaire is asked to print their current position title: "PRINCIPAL," "IMMEDIATE SUPERVISOR," "PEER COUNSELOR," "COUNSELOR," or "TEACHER" in the blank spaces under the title "NAME" in the upper left corner of the answer sheet. Also, each person is to complete the box titled, "SEX.")
6. Because this is a human subjects research study, each person completing the questionnaire has the right to choose not to participate. To protect the identity of a person making this choice, he/she is instructed to place the answer sheet unmarked in the envelope provided, seal it, and return it to the designated building secretary whose name appears in the lower right hand corner of the envelope.
7. Those who complete an answer sheet are asked to seal it in the envelope provided and return it to the designated building secretary whose name appears in the lower right hand corner of the envelope. The submission of a completed answer sheet will be construed as a modified consent to participate.
8. The designated building secretary checks off the names on the Appraiser Form as the sealed envelopes are returned. The secretary forwards the envelopes to Professor Manatt at Iowa State University for processing.
9. Responses are treated confidentially and every precaution is taken to prevent disclosure of individual responses.
10. When the envelopes are received at the processing center, they are opened by the researcher and the name of the counselor on the envelope is replaced with a number in order to assure additional anonymity during processing.
11. Each counselor being evaluated in this project receives a confidential report of the means of his/her ratings and the means for the total group of counselors rated. No one else receives this information.

For this study, at least 30 counselors will be evaluated by a minimum of 15 raters each.

January 6, 1988

Dear :

I am a graduate student working with Dick Manatt at Iowa State University on a counselor performance criteria study. We are extremely pleased with your interest in this project and the willingness of your counselors to participate.

Enclosed is a copy of the cover page (introduction) for the counselor performance questionnaire which gives you some basic background on this research effort. Also, enclosed is a sheet outlining the procedures the building principal, counselor being rated, and a designated building secretary will be asked to follow when you receive the questionnaires in late January.

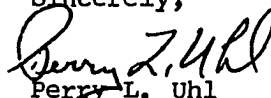
At this point, we have 68 counselors from eight school districts representing five states included in the study. Each counselor will be evaluated by approximately 18 "knowledgeables" - principal or immediate supervisor, peer counselor(s), counselor (self evaluation), and teachers.

Important. Please complete the School District Background Data form and return it to me in the enclosed envelope as soon as possible.

If you need to contact me for any reason please telephone my office 515-294-4375 or residence 515-292-0991.

We are looking forward to working with you and your staff.

Sincerely,


Perry L. Uhl

Enclosures

COUNSELOR PERFORMANCE CRITERIA STUDY

SCHOOL DISTRICT BACKGROUND DATA

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- A. OFFICIAL NAME OF THE SCHOOL DISTRICT: _____
- B. NAME OF SUPERINTENDENT OF SCHOOLS: _____
- C. DISTRICT ENROLLMENT AS OF JANUARY 4, 1988: _____
- D. SCHOOL DISTRICT FIELD REPRESENTATIVE (CONTACT PERSON) FOR THIS PROJECT:
- NAME AND POSITION: _____
- ADDRESS: _____
- PHONE NUMBER: _____

SCHOOL BUILDING THE FOLLOWING INFORMATION IS NEEDED FOR EACH SCHOOL BUILDING IN YOUR DISTRICT WHICH HAS ONE OR MORE COUNSELORS PARTICIPATING IN THIS STUDY. IF A COUNSELOR IS ASSIGNED TO MORE THAN ONE SCHOOL, LIST THAT PERSON IN BOTH SCHOOLS AND GIVE FULL TIME EQUIVALENCY IN EACH SCHOOL.

- A. NAME AND ADDRESS OF THIS SCHOOL BUILDING: _____
- B. NAME OF BUILDING PRINCIPAL: _____
- C. ENROLLMENT OF THIS SCHOOL AS OF JANUARY 4, 1988: _____
- D. GRADE SPAN SERVED BY THIS SCHOOL: _____
- E. NAME AND POSITION OF THE PERSON WHO IS RESPONSIBLE FOR EVALUATING THE COUNSELORS IN THIS BUILDING: _____
- F. NAME OF SECRETARY IN THE BUILDING WHO WILL BE DESIGNATED TO RECEIVE AND RETURN THE SEALED ENVELOPES WITH THE QUESTIONNAIRE ANSWER SHEETS FOR THIS SCHOOL BUILDING: _____

PHONE NUMBER _____

- G. NAME OF COUNSELORS FOR THIS BUILDING SEX OF COUNSELOR
- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

** PLEASE COMPLETE AND RETURN THIS FORM AS SOON AS POSSIBLE **

COUNSELOR PERFORMANCE
ITEM DISCRIMINATION QUESTIONNAIRE

Procedures for Building Principal, Counselor Being Rated
and Designated Building Secretary

1. **Building Principal**

Receives a box of materials from Professor Manatt at Iowa State University in Ames, Iowa, which contains a separately bound packet for each counselor who is being rated. Distributes each packet to the counselor whose name appears in the upper left hand corner.

2. **Counselor Being Rated**

Counselor personally distributes the following materials to the following people:

<u>Materials</u>	<u>Distribution</u>
A. Three copies of the procedures (green paper)	1. Building Principal 2. Designated Building Secretary 3. Retains one copy
B. Eighteen sealed envelopes	1. Distributes each of the 18 envelopes to a school employee holding the position designated in the upper right hand corner.
C. One Appraiser Form (yellow paper)	1. Writes in the names of the employees who received the envelopes and then gives the completed Appraiser Form to the designated building secretary.
D. One return envelope addressed to Professor Manatt.	1. Gives the return envelope to the designated building secretary.

3. **Designated Building Secretary**

Receives an Appraiser Form from the counselor being rated which lists all the names of those who received the questionnaires. When all the envelopes have been returned to the secretary they will be forwarded to Professor Manatt of Iowa State University in the pre-addressed envelope provided.

**COUNSELOR PERFORMANCE
ITEM DISCRIMINATION QUESTIONNAIRE**

Appraiser Form

Name of Counselor being rated _____

The following employees have been given a counselor performance questionnaire:

Name of Employee	(✓) Check when the envelope with the questionnaire has been returned to designated building secretary.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	

*When all the envelopes have been returned to the secretary they will be forwarded to Professor Manatt in the pre-addressed envelope provided.

COUNSELOR PERFORMANCE
ITEM DISCRIMINATION QUESTIONNAIRE

INTRODUCTION

A research team at Iowa State University, headed by Professor Richard Manatt, has worked for nearly 20 years to develop discriminating performance evaluation items to be used with educational professionals. The team has established a useful list of discriminating items for teachers, principals, and superintendents. Now Dr. Manatt and Researcher Perry Uhl ask for your help in developing similar items for counselors. Better evaluation systems for counselors will help to make better counselors.

Representatives from selected schools working on school improvement models and several individual counselors have volunteered to participate in this study. By completing this questionnaire you can play a prominent role in the development of an improved instrument to be used in counselor performance evaluation. Your responses to this survey will be carefully analyzed, and the items which discriminate among counselors will be identified. These items can then be used to build improved evaluation instruments or to refine currently used instruments to provide a more accurate assessment of counselor performance. This questionnaire is not intended to assess the relative value of each item.

Each counselor being rated in this project receives a confidential report of the means of his/her ratings and the means for the total group of counselors rated. No one else receives this information.

Responses are treated confidentially and every precaution is taken to prevent disclosure of individual ratings. Your submission of a completed answer sheet will be construed as a modified consent to participate.

If you choose not to participate, please place the unmarked answer sheet in the envelope provided, seal it, and return it to the designated building secretary.

THANK YOU FOR YOUR COOPERATION IN THIS RESEARCH

(over)

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

1. The counselor being rated will complete this questionnaire as a self-evaluation.
2. Others completing this questionnaire are asked to think of the counselor whose name appears at the top of the answer sheet as you respond to each statement.
3. A computer scored answer sheet is enclosed to record your responses to the questionnaire items. Use a No. 2 soft lead pencil to mark your response.
4. Do not enter your name on the answer sheet.
5. Print your current position title: "PRINCIPAL," "IMMEDIATE SUPERVISOR," "PEER COUNSELOR," "COUNSELOR," or "TEACHER" in the blank spaces under the title "NAME" in the upper left hand corner of the answer sheet. See example below.

NAME (Last, First, M.I.)														
P	R	I	N	C	I	P	A	L						
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

You do not need to fill in the circles under the letters.

6. Please complete the box titled, "SEX."
7. Do not complete the grade or education, birth date, identification number or special codes sections on the answer sheet.
8. Please read and respond to each questionnaire item individually, without discussion with anyone else.
9. When you complete the questionnaire, place only the answer sheet in the envelope provided, seal it, and return it to the designated school secretary who will collect all the envelopes and return them for processing to Professor Richard Manatt at Iowa State University. The questionnaire does not need to be returned.
10. PLEASE DO NOT FOLD THE ANSWER SHEET.
11. Using the rating scale below, please blacken in the corresponding number on your answer sheet which most accurately describes your judgement of the counselor's performance on the item. Mark only one response per item. Use a No. 2 pencil.

Definition of Rating	Rating
Never or strongly disagree	1
Seldom or disagree	2
Sometimes or neither agree or disagree	3
Often or agree	4
Always or strongly agree	5
Unable to observe	6

Example:

1. Develops a positive working relationship with students.

1 2 3 4 5 6

REMINDER: PLACE RESPONSES ON COMPUTER SCORED ANSWER SHEET ENCLOSED.

COUNSELOR PERFORMANCE
ITEM DISCRIMINATION QUESTIONNAIRE

Never or strongly disagree	1
Seldom or disagree	2
Sometimes or neither agree or disagree	3
Often or agree	4
Always or strongly agree	5
Unable to observe	6

Services to Students

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Develops a positive working relationship with students. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Provides crisis counseling in times of need. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Works with individual students in a counseling setting using techniques that apply to the age/development of the student. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Assists students in coping with personal and social concerns. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Uses appropriate individual and group counseling techniques in effectively assisting students with career decisions and career development concerns. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Assists students in appraising and understanding self. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Assists students in developing a positive self concept. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Praises students for appropriate behavior. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Treats students consistently and empathetically. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Works effectively with all students, not just "problem" students. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Serves as a student advocate. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Shares the responsibility for student placement. | 1 | 2 | 3 | 4 | 5 | 6 |

COUNSELOR PERFORMANCE
ITEM DISCRIMINATION QUESTIONNAIRE

Never or strongly disagree	1					
Seldom or disagree	2					
Sometimes or neither agree or disagree	3					
Often or agree	4					
Always or strongly agree	5					
Unable to observe	6					
<hr/>						
13. Assists students in developing job seeking skills.	1	2	3	4	5	6
14. Assists with orientation program for new students.	1	2	3	4	5	6
15. Prepares students each spring for the next grade through group discussion and visits.	1	2	3	4	5	6
16. Meets with students to address development needs (e.g., social skills, decision-making, etc.)	1	2	3	4	5	6
17. Facilitates small groups to resolve or remediate problems.	1	2	3	4	5	6
18. Assists students in scheduling and/or counting credits.	1	2	3	4	5	6
19. Demonstrates awareness of the needs of students.	1	2	3	4	5	6
20. Demonstrates sensitivity in relating to students.	1	2	3	4	5	6
21. Creates an environment conducive to effective communication and the development of good rapport.	1	2	3	4	5	6
22. Maintains confidentiality concerning information about pupils and their families.	1	2	3	4	5	6
23. Employs a variety of effective guidance and counseling procedures.	1	2	3	4	5	6
24. Creates an atmosphere in which confidence, understanding, and respect result in a helping relationship.	1	2	3	4	5	6

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COUNSELOR PERFORMANCE
ITEM DISCRIMINATION QUESTIONNAIRE

Never or strongly disagree	1
Seldom or disagree	2
Sometimes or neither agree or disagree	3
Often or agree	4
Always or strongly agree	5
Unable to observe	6

- | | | | | | | |
|---|---|---|---|---|---|---|
| 25. Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups. | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. Demonstrates a sensitivity toward and knowledge of various handicap-ping conditions and necessary assistance and requirements. | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. Helps students set goals and identify strategies for reaching goals. | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. Helps students explore educational and career options. | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. Conducts student needs assessment on a regular basis. | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. Helps students recognize the relationships between self-understanding and effective career decisions. | 1 | 2 | 3 | 4 | 5 | 6 |
| 31. Assists in providing pre- and post-test information to all participating students so they understand the purpose of the testing program and the meaning and use of its results. | 1 | 2 | 3 | 4 | 5 | 6 |
| 32. Serves as a resource for using student performance data for diagnostic/remediation of student needs. | 1 | 2 | 3 | 4 | 5 | 6 |

Services to School Staff

- | | | | | | | |
|--|---|---|---|---|---|---|
| 33. Develops a positive relationship with staff members. | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|

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COUNSELOR PERFORMANCE
ITEM DISCRIMINATION QUESTIONNAIRE

Never or strongly disagree	1					
Seldom or disagree	2					
Sometimes or neither agree or disagree	3					
Often or agree	4					
Always or strongly agree	5					
Unable to observe	6					

34. Assists teachers in developing a team approach to planning and implementing classroom guidance.	1	2	3	4	5	6
35. Communicates well with staff before and after student referrals.	1	2	3	4	5	6
36. Provides staff with specific suggestions for assisting students in personal and academic growth.	1	2	3	4	5	6
37. Effectively initiates, arranges, and conducts individual staffings (educator team meetings to help a student).	1	2	3	4	5	6
38. Shares relevant information concerning students.	1	2	3	4	5	6
39. Provides current guidance information and materials to teachers conducting classroom guidance activities.	1	2	3	4	5	6
40. Reports professional research findings and their potential uses to the staff.	1	2	3	4	5	6
41. Provides consultation services for teachers encountering "special" classroom problems with specific students.	1	2	3	4	5	6
42. Counsels a staff member regarding a personal problem.	1	2	3	4	5	6
43. Provides teacher inservice on the interpretation and utilization of test results.	1	2	3	4	5	6

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COUNSELOR PERFORMANCE
ITEM DISCRIMINATION QUESTIONNAIRE

Never or strongly disagree	1
Seldom or disagree	2
Sometimes or neither agree or disagree	3
Often or agree	4
Always or strongly agree	5
Unable to observe	6

Services to Parents/Guardians

- | | | | | | | |
|---|---|---|---|---|---|---|
| 44. Develops a positive working relationship with parents/guardians. | 1 | 2 | 3 | 4 | 5 | 6 |
| 45. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner. | 1 | 2 | 3 | 4 | 5 | 6 |
| 46. Assists parents/guardians in forming realistic perceptions of the student's aptitudes, abilities, interests, and attitudes as related to social/personal development and educational/career planning. | 1 | 2 | 3 | 4 | 5 | 6 |
| 47. Assists the parent/guardian in improving family communication skills. | 1 | 2 | 3 | 4 | 5 | 6 |
| 48. Works with families to resolve or remediate problems. | 1 | 2 | 3 | 4 | 5 | 6 |

General Services

- | | | | | | | |
|---|---|---|---|---|---|---|
| 49. Involves teachers, administration, and other counselors as members of the guidance team. | 1 | 2 | 3 | 4 | 5 | 6 |
| 50. Seeks appropriate help and advice with a difficult or serious problem. | 1 | 2 | 3 | 4 | 5 | 6 |
| 51. Consults regularly with the principal. | 1 | 2 | 3 | 4 | 5 | 6 |
| 52. Plans and organizes the guidance suite or office so that it is aesthetically pleasing and functional. | 1 | 2 | 3 | 4 | 5 | 6 |
| 53. Serves as a resource person to administrators, teachers, students, and parents in matters relating to drug and substance abuse. | 1 | 2 | 3 | 4 | 5 | 6 |

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COUNSELOR PERFORMANCE
ITEM DISCRIMINATION QUESTIONNAIRE

Never or strongly disagree	1
Seldom or disagree	2
Sometimes or neither agree or disagree	3
Often or agree	4
Always or strongly agree	5
Unable to observe	6

- | | | | | | | |
|---|---|---|---|---|---|---|
| 54. Supports school regulations and policies. | 1 | 2 | 3 | 4 | 5 | 6 |
| 55. Takes a leadership role in improving education in the school. | 1 | 2 | 3 | 4 | 5 | 6 |
| 56. Assumes responsibilities outside the guidance office as they relate to school. | 1 | 2 | 3 | 4 | 5 | 6 |
| 57. Promotes the school to parents and the community. | 1 | 2 | 3 | 4 | 5 | 6 |
| 58. Establishes and maintains an ongoing liaison relationship with various agencies and individuals who play a significant role in student development. | 1 | 2 | 3 | 4 | 5 | 6 |
| 59. Implements a planned public relations program that involves communication with external as well as internal publics. | 1 | 2 | 3 | 4 | 5 | 6 |

Personal Qualities and Professional Development

- | | | | | | | |
|--|---|---|---|---|---|---|
| 60. Provides verbal communication which is clear, concise and positive. | 1 | 2 | 3 | 4 | 5 | 6 |
| 61. Demonstrates ability to write in a clear, accurate, and logical manner. | 1 | 2 | 3 | 4 | 5 | 6 |
| 62. Maintains poise in stressful situations while continuing to function in a professional manner. | 1 | 2 | 3 | 4 | 5 | 6 |
| 63. Demonstrates effective listening skills. | 1 | 2 | 3 | 4 | 5 | 6 |

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COUNSELOR PERFORMANCE
ITEM DISCRIMINATION QUESTIONNAIRE

	Never or strongly disagree	1					
	Seldom or disagree	2					
	Sometimes or neither agree or disagree	3					
	Often or agree	4					
	Always or strongly agree	5					
	Unable to observe	6					
64.	Distinguishes between prime problems and trivialities.	1	2	3	4	5	6
65.	Demonstrates patience, understanding, consideration, and courtesy.	1	2	3	4	5	6
66.	Demonstrates a sense of humor at appropriate times.	1	2	3	4	5	6
67.	Shows interest and enthusiasm toward work.	1	2	3	4	5	6
68.	Demonstrates appropriate grooming and attire.	1	2	3	4	5	6
69.	Makes effective use of time, materials, and resources.	1	2	3	4	5	6
70.	Demonstrates evidence of personal organization.	1	2	3	4	5	6
71.	Demonstrates effective interpersonal relationships with others.	1	2	3	4	5	6
72.	Exhibits an overall positive approach.	1	2	3	4	5	6
73.	Engages in professional growth activities.	1	2	3	4	5	6
74.	Shows a willingness to try new approaches or methods.	1	2	3	4	5	6

RETURN THE COMPUTER SCORED ANSWER SHEET ONLY. THE QUESTIONNAIRE DOES NOT NEED TO BE RETURNED.

THANK YOU FOR YOUR ASSISTANCE.

May 11, 1988

Dear

The Iowa State University research project for selecting criteria for the evaluation of school counselors based on item discrimination power is nearing completion. Your assistance with this study has been greatly appreciated.

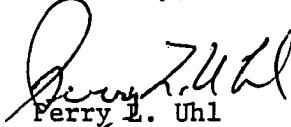
Fifty-eight counselors employed in seven school districts in four states participated. Computer scored answer sheets were returned by 1,026 principals, counselors and teachers with 1,004 of them being completed and 22 being unmarked. There were only 18 which were not returned. This provided a 98 per cent rater response to the questionnaire with the 96 per cent completing an answer sheet included in the analysis. Each counselor had from 15 to 18 raters.

Enclosed are your mean, the group mean, and the number of evaluators responding to each of the questions. The "unable to observe" response for the 74 items ranged from .7 per cent to 48.2 per cent. This accounts for the big differences in the number of ratings listed for each item. Determining the observability of the criteria was one important dimension of this study.

The identification of these criteria should be of assistance to local schools who are developing new or refining existing counselor evaluation instruments.

Thanks for your cooperation.

Sincerely,


Perry L. Uhl

Enclosures: List of 74 questionnaire items
Your individual mean and number of ratings for each item
Grand mean and number of ratings for each item

APPENDIX B.

NUMBER AND PERCENT OF RATERS WHO INDICATED THAT COUNSELOR
PERFORMANCE QUESTIONNAIRE ITEMS WERE NOT OBSERVABLE

Table B.1. Number and percent of raters who indicated that counselor performance questionnaire items were not observable

Item number	Item	Number of raters who responded unable to observe	Percent of total raters who responded unable to observe
1	Develops a positive working relationship with students.	33	3.3
2	Provides crisis counseling in times of need.	121	12.1
3	Works with individual students in a counseling setting using techniques that apply to the age/development of the student.	183	18.2
4	Assists students in coping with personal and social concerns.	77	7.7
5	Uses appropriate individual and group counseling techniques in effectively assisting students with career decisions and career development concerns.	309	30.8
6	Assists students in appraising and understanding self.	131	13.0
7	Assists students in developing a positive self-concept.	90	9.0
8	Praises students for appropriate behavior.	97	9.7
9	Treats students consistently and empathically.	75	7.5
10	Works effectively with all students, not just "problem" students.	67	6.7
11	Serves as a student advocate.	135	13.4

Table B.1. Continued

Item number	Item	Number of raters who responded unable to observe	Percent of total raters who responded unable to observe
12	Shares the responsibility for student placement.	113	11.3
13	Assists students in developing job seeking skills.	390	38.8
14	Assists with orientation program for new students.	109	10.9
15	Prepares students each spring for the next grade through group discussion and visits.	202	20.1
16	Meets with students to address development needs (e.g., social skills, decision-making, etc.).	188	18.7
17	Facilitates small groups to resolve or remediate problems.	238	23.7
18	Assists students in scheduling and/or counting credits.	217	21.6
19	Demonstrates awareness of the needs of students.	23	2.3
20	Demonstrates sensitivity in relating to students.	26	2.6
21	Creates an environment conducive to effective communication and the development of good rapport.	34	3.4
22	Maintains confidentiality concerning information about pupils and their families.	47	4.7
23	Employs a variety of effective guidance and counseling procedures.	257	25.6

Table B.1. Continued

Item number	Item	Number of raters who responded unable to observe	Percent of total raters who responded unable to observe
24	Creates an atmosphere in which confidence, understanding, and respect result in a helping relationship.	70	7.0
25	Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.	119	11.9
26	Demonstrates a sensitivity toward and knowledge of various handicapping conditions and necessary assistance and requirements.	136	13.5
27	Helps students set goals and identify strategies for reaching goals.	180	17.9
28	Helps students explore educational and career options.	279	27.8
29	Conducts student needs assessment on a regular basis.	338	33.7
30	Helps students recognize the relationships between self-understanding and effective career decisions.	431	42.9
31	Assists in providing pre- and post-test information to all participating students so they understand the purpose of the testing program and the meaning and use of its results.	235	23.4

Table B.1. Continued

Item number	Item	Number of raters who responded unable to observe	Percent of total raters who responded unable to observe
32	Serves as a resource for using student performance data for diagnostic/remediation of student needs.	159	15.8
33	Develops a positive relationship with staff members.	9	.9
34	Assists teachers in developing a team approach to planning and implementing classroom guidance.	164	16.3
35	Communicates well with staff before and after student referrals.	56	5.6
36	Provides staff with specific suggestions for assisting students in personal and academic growth.	43	4.3
37	Effectively initiates, arranges, and conducts individual staffings (educator team meetings to help a student).	169	16.8
38	Shares relevant information concerning students.	16	1.6
39	Provides current guidance information and materials to teachers conducting classroom guidance activities.	284	28.3
40	Reports professional research findings and their potential uses to the staff.	142	14.1

Table B.1. Continued

Item number	Item	Number of raters who responded unable to observe	Percent of total raters who responded unable to observe
41	Provides consultation services for teachers encountering "special" classroom problems with specific students.	100	10.0
42	Counsels a staff member regarding a personal problem.	435	43.3
43	Provides teacher inservice on the interpretation and utilization of test results.	178	17.7
44	Develops a positive working relationship with parents/guardians.	175	17.4
45	Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.	277	27.6
46	Assists parents/guardians in forming realistic perceptions of the student's aptitudes, abilities, interests, and attitudes as related to social/personal development and educational/career planning.	340	33.9
47	Assists the parent/guardian in improving family communication skills.	484	48.2
48	Works with families to resolve or remediate problems.	369	36.8
49	Involves teachers, administration, and other counselors as members of the guidance team.	97	9.7
50	Seeks appropriate help and advice with a difficult or serious problem.	254	25.3

Table B.1. Continued

Item number	Item	Number of raters who responded unable to observe	Percent of total raters who responded unable to observe
51	Consults regularly with the principal.	377	37.5
52	Plans and organizes the guidance suite or office so that it is aesthetically pleasing and functional.	44	4.4
53	Serves as a resource person to administrators, teachers, students, and parents in matters relating to drug and substance abuse.	149	14.8
54	Supports school regulations and policies.	30	3.0
55	Takes a leadership role in improving education in the school.	68	6.8
56	Assumes responsibilities outside the guidance office as they relate to school.	111	11.1
57	Promotes the school to parents and the community.	177	17.6
58	Establishes and maintains an ongoing liaison relationship with various agencies and individuals who play a significant role in student development.	304	30.3
59	Implements a planned public relations program that involves communication with external as well as internal publics.	383	38.1
60	Provides verbal communication which is clear, concise, and positive.	11	1.1

Table B.1. Continued

Item number	Item	Number of raters who responded unable to observe	Percent of total raters who responded unable to observe
61	Demonstrates ability to write in a clear, accurate, and logical manner.	102	10.2
62	Maintains poise in stressful situations while continuing to function in a professional manner.	52	5.2
63	Demonstrates effective listening skills.	15	1.5
64	Distinguishes between prime problems and trivialities.	74	7.4
65	Demonstrates patience, understanding, consideration, and courtesy.	12	1.2
66	Demonstrates a sense of humor at appropriate times.	10	1.0
67	Shows interest and enthusiasm toward work.	12	1.2
68	Demonstrates appropriate grooming and attire.	7	.7
69	Makes effective use of time, materials, and resources.	122	12.2
70	Demonstrates evidence of personal organization.	41	4.1
71	Demonstrates effective interpersonal relationships with others.	16	1.6
72	Exhibits an overall positive approach.	20	2.0
73	Engages in professional growth activities.	296	29.5

Table B.1. Continued

Item number	Item	Number of raters who responded unable to observe	Percent of total raters who responded unable to observe
74	Shows a willingness to try new approaches or methods.	162	16.1

APPENDIX C.

LIST OF DISCRIMINATING ITEMS BASED ON RESPONSES BY
RATER POSITIONS IN RANK ORDER FROM LOW TO HIGH BY ANOVA F RATIO

Table C.1. List of discriminating items based on responses by rater positions in rank order from low to high by ANOVA F ratio^a

Item number	Item	ANOVA F ratio
70	Demonstrates evidence of personal organization.	.24
58	Establishes and maintains an ongoing liaison relationship with various agencies and individuals who play a significant role in student development.	.34
69	Makes effective use of time, materials, and resources.	.36
53	Serves as a resource person to administrators, teachers, students, and parents in matters relating to drug and substance abuse.	.40
46	Assists parents/guardians in forming realistic perceptions of the student's aptitudes, abilities, interests, and attitudes as related to social/personal development and educational/career planning.	.42
52	Plans and organizes the guidance suite or office so that it is aesthetically pleasing and functional.	.45
17	Facilitates small groups to resolve or remediate problems.	.53
65	Demonstrates patience, understanding, consideration, and courtesy.	.67

^aItem 22 was not a discriminating item in the analysis for all counselors and wasn't included in this table.

Principal/ supervisor mean (N)	Rater positions			Grand mean (N)
	Peer counselor mean (N)	Counselor self- evaluation mean (N)	Teacher mean (N)	
4.39(59)	4.36(59)	4.39(57)	4.43(782)	4.42(957)
4.23(56)	4.37(54)	4.33(54)	4.27(534)	4.28(698)
4.34(59)	4.44(59)	4.46(57)	4.36(701)	4.37(876)
3.93(55)	3.86(56)	3.84(56)	3.97(686)	3.95(853)
4.14(56)	4.31(55)	4.19(57)	4.22(495)	4.22(663)
4.14(59)	4.17(59)	4.13(56)	4.23(783)	4.21(957)
3.73(59)	3.96(54)	3.84(55)	3.77(598)	3.79(766)
4.58(60)	4.59(59)	4.63(57)	4.52(811)	4.53(987)

Table C.1. Continued

Item number	Item	ANOVA F ratio
<hr/>		
47	Assists the parent/guardian in improving family communication skills.	.73
60	Provides verbal communication which is clear, concise, and positive.	.78
51	Consults regularly with the principal.	.80
26	Demonstrates a sensitivity toward and knowledge of various handicapping conditions and necessary assistance and requirements.	.81
16	Meets with students to address development needs (e.g., social skills, decision-making, etc.).	.86
66	Demonstrates a sense of humor at appropriate times.	.93
54	Supports school regulations and policies.	1.03
61	Demonstrates ability to write in a clear, accurate, and logical manner.	1.26
45	Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.	1.39
33	Develops a positive relationship with staff members.	1.41
43	Provides teacher inservice on the interpretation and utilization of test results.	1.42

Principal/ supervisor mean (N)	Rater positions				Grand mean (N)
	Peer counselor mean (N)	Counselor self- evaluation mean (N)	Teacher mean (N)		
3.77(53)	3.78(50)	3.91(56)	3.94(360)		3.90(519)
4.40(60)	4.49(59)	4.49(57)	4.36(814)		4.38(990)
4.45(58)	4.61(57)	4.60(57)	4.54(454)		4.54(626)
4.43(58)	4.59(59)	4.50(56)	4.44(695)		4.46(868)
4.05(57)	4.09(55)	4.11(56)	3.95(647)		3.97(815)
4.60(60)	4.61(59)	4.60(57)	4.50(812)		4.52(988)
4.67(60)	4.81(57)	4.81(57)	4.71(798)		4.72(972)
4.48(60)	4.59(58)	4.68(57)	4.51(723)		4.52(898)
4.39(59)	4.48(58)	4.54(57)	4.35(552)		4.38(726)
4.31(58)	4.46(59)	4.58(57)	4.35(820)		4.37(994)
3.49(55)	3.48(50)	3.47(53)	3.25(667)		3.29(825)

Table C.1. Continued

Item number	Item	ANOVA F ratio
59	Implements a planned public relations program that involves communication with external as well as internal publics.	1.42
5	Uses appropriate individual and group counseling techniques in effectively assisting students with career decisions and career development concerns.	1.67
63	Demonstrates effective listening skills.	1.77
14	Assists with orientation program for new students.	1.85
71	Demonstrates effective interpersonal relationships with others.	1.93
12	Shares the responsibility for student placement.	2.08
35	Communicates well with staff before and after student referrals.	2.10
40	Reports professional research findings and their potential uses to the staff.	2.10
57	Promotes the school to parents and the community.	2.12
39	Provides current guidance information and materials to teachers conducting classroom guidance activities.	2.16

Principal/ supervisor mean (N)	Rater positions			Grand mean (N)
	Peer counselor mean (N)	Counselor self- evaluation mean (N)	Teacher mean (N)	
3.29(56)	3.74(50)	3.35(51)	3.47(461)	3.47(618)
3.90(52)	4.26(53)	3.91(53)	4.04(535)	4.04(693)
4.62(60)	4.54(59)	4.70(56)	4.50(810)	4.52(985)
4.34(59)	4.68(59)	4.40(57)	4.41(720)	4.42(895)
4.33(60)	4.47(59)	4.56(57)	4.32(801)	4.34(977)
3.98(59)	4.43(58)	4.25(55)	4.21(719)	4.21(891)
4.17(59)	4.20(55)	4.14(57)	3.95(776)	3.99(947)
3.13(55)	3.56(50)	3.11(54)	3.11(702)	3.14(861)
4.45(60)	4.53(58)	4.62(55)	4.37(652)	4.40(825)
3.74(54)	4.02(46)	3.52(52)	3.60(566)	3.63(718)

Table C.1. Continued

Item number	Item	ANOVA F ratio
62	Maintains poise in stressful situations while continuing to function in a professional manner.	2.23
67	Shows interest and enthusiasm toward work.	2.36
74	Shows a willingness to try new approaches or methods.	2.37
55	Takes a leadership role in improving education in the school.	2.41
68	Demonstrates appropriate grooming and attire.	2.44
72	Exhibits an overall positive approach.	2.68*
15	Prepares students each spring for the next grade through group discussion and visits.	2.71*
64	Distinguishes between prime problems and trivialities.	2.73*
56	Assumes responsibilities outside the guidance office as they relate to school.	2.94*
31	Assists in providing pre- and post-test information to all participating students so they understand the purpose of the testing program and the meaning and use of its results.	3.15*

^aScheffe' multiple range test results reported by item by use of underlining pairs of significantly different means.

*The critical F value is 2.60 at the .05 level of confidence.

Rater positions				
Principal/ supervisor mean (N)	Peer counselor mean (N)	Counselor self- evaluation mean (N)	Teacher mean (N)	Grand mean (N)
4.25(60)	4.37(59)	4.63(57)	4.41(772)	4.41(948)
4.45(60)	4.47(58)	4.65(57)	4.36(811)	4.38(986)
4.26(58)	4.51(57)	4.45(55)	4.24(641)	4.28(811)
3.85(60)	4.07(56)	4.14(56)	3.82(762)	3.86(934)
4.57(60)	4.64(59)	4.67(57)	4.74(814)	4.72(990)
4.43(60)	4.56(59)	4.74(57)	4.45(796)	4.47(972)
4.17(58)	4.40(57)	4.21(56)	4.01(631)	4.06(802)
4.27(60)	4.50(58)	4.56(57)	4.31(750)	4.34(925)
4.19(59)	4.23(56)	<u>4.54(56)^a</u>	<u>4.13(719)</u>	4.16(890)
<u>3.80(55)</u>	<u>4.39(54)</u>	3.94(54)	4.10(604)	4.08(767)

Table C.1. Continued

Item number	Item	ANOVA F ratio
23	Employs a variety of effective guidance and counseling procedures.	3.17*
38	Shares relevant information concerning students.	3.19*
73	Engages in professional growth activities.	3.32*
44	Develops a positive working relationship with parents/guardians.	3.64*
13	Assists students in developing job seeking skills.	3.67*
8	Praises students for appropriate behavior.	3.81**
48	Works with families to resolve or remediate problems.	3.86**
32	Serves as a resource for using student performance data for diagnostic/remediation of student needs.	3.88**
6	Assists students in appraising and understanding self.	3.94**
28	Helps students explore educational and career options.	3.95**
30	Helps students recognize the relationships between self-understanding and effective career decisions.	4.05**

**The critical F value is 3.78 at the .01 level of confidence.

Principal/ supervisor mean (N)	Rater positions			Grand mean (N)
	Peer counselor mean (N)	Counselor self- evaluation mean (N)	Teacher mean (N)	
4.22(55)	4.31(52)	4.46(57)	4.11(583)	4.16(747)
4.32(59)	4.45(58)	4.41(56)	4.15(814)	4.19(987)
<u>4.17(60)</u>	4.31(55)	4.39(56)	<u>4.47(525)</u>	4.42(696)
4.37(60)	4.53(59)	4.61(57)	4.32(652)	4.36(828)
3.55(49)	<u>3.86(51)</u>	<u>3.26(50)</u>	<u>3.72(463)</u>	3.68(613)
<u>4.32(59)</u>	<u>4.70(54)</u>	4.54(57)	<u>4.41(736)</u>	4.43(906)
<u>3.62(55)</u>	3.81(52)	3.80(56)	<u>4.03(471)</u>	3.96(634)
<u>3.83(54)</u>	<u>4.46(56)</u>	4.14(56)	4.16(679)	4.16(845)
4.27(59)	4.45(56)	4.48(56)	4.18(701)	4.23(872)
<u>3.88(52)</u>	<u>4.45(55)</u>	3.94(52)	4.08(566)	4.09(725)
<u>3.58(48)</u>	<u>4.21(53)</u>	3.75(53)	<u>3.76(419)</u>	3.79(573)

Table C.1. Continued

Item number	Item	ANOVA F ratio
<hr/>		
37	Effectively initiates, arranges, and conducts individual staffings (educator team meetings to help a student).	4.15**
3	Works with individual students in a counseling setting using techniques that apply to the age/development of the student.	4.24**
20	Demonstrates sensitivity in relating to students.	4.38**
18	Assists students in scheduling and/or counting credits.	4.48**
42	Counsels a staff member regarding a personal problem.	4.48**
4	Assists students in coping with personal and social concerns.	4.56**
19	Demonstrates awareness of the needs of students.	4.66**
9	Treats students consistently and empathically.	4.81**
7	Assists students in developing a positive self-concept.	4.91**
1	Develops a positive working relationship with students.	4.96**
27	Helps students set goals and identify strategies for reaching goals.	5.08**

Rater positions				
Principal/ supervisor mean (N)	Peer counselor mean (N)	Counselor self- evaluation mean (N)	Teacher mean (N)	Grand mean (N)
3.63(56)	3.94(52)	<u>4.06(52)</u>	<u>3.55(672)</u>	3.61(832)
4.39(57)	4.58(57)	<u>4.68(57)</u>	<u>4.35(648)</u>	4.39(819)
4.45(60)	4.59(59)	<u>4.74(57)</u>	<u>4.38(802)</u>	4.42(978)
4.25(53)	4.64(59)	4.25(52)	4.57(622)	4.53(786)
<u>3.15(46)</u>	<u>3.98(50)</u>	3.83(53)	3.48(418)	3.53(567)
4.35(60)	<u>4.63(57)</u>	4.58(57)	<u>4.31(752)</u>	4.35(926)
4.41(59)	4.56(59)	<u>4.68(57)</u>	<u>4.32(806)</u>	4.36(981)
4.38(58)	4.57(58)	<u>4.72(57)</u>	<u>4.36(755)</u>	4.40(928)
4.25(59)	4.61(57)	4.63(57)	4.33(740)	4.36(913)
4.36(58)	4.64(59)	<u>4.70(57)</u>	<u>4.38(796)</u>	4.41(970)
4.07(58)	<u>4.45(55)</u>	4.23(57)	<u>4.02(654)</u>	4.07(824)

Table C.1. Continued

Item number	Item	ANOVA F ratio
41	Provides consultation services for teachers encountering "special" classroom problems with specific students.	5.12**
49	Involves teachers, administration, and other counselors as members of the guidance team.	5.23**
50	Seeks appropriate help and advice with a difficult or serious problem.	5.65**
21	Creates an environment conducive to effective communication and the development of good rapport.	5.67**
2	Provides crisis counseling in times of need.	5.86**
24	Creates an atmosphere in which confidence, understanding, and respect result in a helping relationship.	5.95**
10	Works effectively with all students, not just "problem" students.	6.09**
25	Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.	6.18**
36	Provides staff with specific suggestions for assisting students in personal and academic growth.	6.62**
29	Conducts student needs assessment on a regular basis.	8.49**

Rater positions				
Principal/ supervisor mean (N)	Peer counselor mean (N)	Counselor self- evaluation mean (N)	Teacher mean (N)	Grand mean (N)
3.78(59)	<u>4.30(56)</u>	4.18(56)	<u>3.80(732)</u>	3.85(903)
3.95(58)	4.16(55)	<u>4.25(56)</u>	<u>3.77(734)</u>	3.83(903)
4.42(60)	4.46(56)	<u>4.64(56)</u>	<u>4.19(575)</u>	4.26(747)
4.42(60)	4.46(59)	<u>4.65(57)</u>	<u>4.22(794)</u>	4.27(970)
4.40(58)	<u>4.73(56)</u>	4.61(57)	<u>4.32(710)</u>	4.37(881)
4.43(58)	4.56(57)	<u>4.67(57)</u>	<u>4.27(762)</u>	4.32(934)
4.42(60)	4.53(58)	<u>4.66(56)</u>	<u>4.23(763)</u>	4.29(937)
4.56(59)	4.64(56)	<u>4.86(56)</u>	<u>4.48(714)</u>	4.52(885)
3.84(58)	<u>4.11(54)</u>	3.98(57)	<u>3.59(791)</u>	3.65(960)
<u>3.08(52)</u>	3.63(49)	<u>3.14(54)</u>	<u>3.70(511)</u>	3.61(666)

Table C.1. Continued

Item number	Item	ANOVA F ratio
34	Assists teachers in developing a team approach to planning and implementing classroom guidance.	8.62**
11	Serves as a student advocate.	10.33**

Rater positions				
Principal/ supervisor mean (N)	Peer counselor mean (N)	Counselor self- evaluation mean (N)	Teacher mean (N)	Grand mean (N)
3.51(55)	<u>3.81(48)</u>	3.47(51)	<u>3.08(684)</u>	3.17(838)
4.14(59)	<u>4.52(56)</u>	<u>4.50(56)</u>	<u>3.99(696)</u>	4.07(867)

APPENDIX D.

ITEMS WITH DISCRIMINATING VALUES BY PERCENT
FOR ELEMENTARY AND SECONDARY COUNSELORS

Table D.1. Items with discriminating values by percent for elementary and secondary counselors (analysis based on 13 elementary and 45 secondary counselors)

Item number	Item	Counselor position	
		Elementary	Secondary
1	Develops a positive working relationship with students.	34**	26**
2	Provides crisis counseling in times of need.	23**	12
3	Works with individual students in a counseling setting using techniques that apply to the age/development of the student.	17*	10
4	Assists students in coping with personal and social concerns.	25**	14*
5	Uses appropriate individual and group counseling techniques in effectively assisting students with career decisions and career development concerns.	3	11
6	Assists students in appraising and understanding self.	25**	12
7	Assists students in developing a positive self-concept.	30**	14*
8	Praises students for appropriate behavior.	28**	9
9	Treats students consistently and empathically.	30**	10
10	Works effectively with all students, not just "problem" students.	29**	15*
11	Serves as a student advocate.	9	10

*13% equals discrimination at the .05 level of significance.

**22% equals discrimination at the .01 level of significance.

Table D.1. Continued

Item number	Item	Counselor position	
		Elementary	Secondary
12	Shares the responsibility for student placement.	6	9
13	Assists students in developing job seeking skills.	13*	10
14	Assists with orientation program for new students.	19*	10
15	Prepares students each spring for the next grade through group discussion and visits.	11	13*
16	Meets with students to address development needs (e.g., social skills, decision-making, etc.).	19*	11
17	Facilitates small groups to resolve or remediate problems.	12	12
18	Assists students in scheduling and/or counting credits.	6	15*
19	Demonstrates awareness of the needs of students.	37**	23**
20	Demonstrates sensitivity in relating to students.	36**	22**
21	Creates an environment conducive to effective communication and the development of good rapport.	30**	21*
22	Maintains confidentiality concerning information about pupils and their families.	5	10
23	Employs a variety of effective guidance and counseling procedures.	12	8

Table D.1. Continued

Item number	Item	Counselor position	
		Elementary	Secondary
24	Creates an atmosphere in which confidence, understanding, and respect result in a helping relationship.	34**	14*
25	Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.	10	11
26	Demonstrates a sensitivity toward and knowledge of various handicapping conditions and necessary assistance and requirements.	19*	10
27	Helps students set goals and identify strategies for reaching goals.	9	10
28	Helps students explore educational and career options.	5	14*
29	Conducts student needs assessment on a regular basis.	8	10
30	Helps students recognize the relationships between self-understanding and effective career decisions.	6	10
31	Assists in providing pre- and post-test information to all participating students so they understand the purpose of the testing program and the meaning and use of its results.	10	15*
32	Serves as a resource for using student performance data for diagnostic/remediation of student needs.	12	11
33	Develops a positive relationship with staff members.	34**	24**

Table D.1. Continued

Item number	Item	Counselor position	
		Elementary	Secondary
34	Assists teachers in developing a team approach to planning and implementing classroom guidance.	26**	13*
35	Communicates well with staff before and after student referrals.	31**	16*
36	Provides staff with specific suggestions for assisting students in personal and academic growth.	25**	18*
37	Effectively initiates, arranges, and conducts individual staffings (educator team meetings to help a student).	27**	12
38	Shares relevant information concerning students.	27**	18*
39	Provides current guidance information and materials to teachers conducting classroom guidance activities.	15*	12
40	Reports professional research findings and their potential uses to the staff.	22**	13*
41	Provides consultation services for teachers encountering "special" classroom problems with specific students.	25**	17*
42	Counsels a staff member regarding a personal problem.	13*	10
43	Provides teacher inservice on the interpretation and utilization of test results.	24**	15*
44	Develops a positive working relationship with parents/guardians.	12	9

Table D.1. Continued

Item number	Item	Counselor position	
		Elementary	Secondary
45	Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.	14*	8
46	Assists parents/guardians in forming realistic perceptions of the student's aptitudes, abilities, interests, and attitudes as related to social/personal development and educational/career planning.	9	6
47	Assists the parent/guardian in improving family communication skills.	9	6
48	Works with families to resolve or remediate problems.	6	6
49	Involves teachers, administration, and other counselors as members of the guidance team.	21*	15*
50	Seeks appropriate help and advice with a difficult or serious problem.	18*	10
51	Consults regularly with the principal.	8	4
52	Plans and organizes the guidance suite or office so that it is aesthetically pleasing and functional.	29**	21*
53	Serves as a resource person to administrators, teachers, students, and parents in matters relating to drug and substance abuse.	18*	18*
54	Supports school regulations and policies.	14*	13*
55	Takes a leadership role in improving education in the school.	25**	21*

Table D.1. Continued

Item number	Item	Counselor position	
		Elementary	Secondary
56	Assumes responsibilities outside the guidance office as they relate to school.	19*	14*
57	Promotes the school to parents and the community.	10	10
58	Establishes and maintains an ongoing liaison relationship with various agencies and individuals who play a significant role in student development.	11	10
59	Implements a planned public relations program that involves communication with external as well as internal publics.	7	13*
60	Provides verbal communication which is clear, concise, and positive.	60**	27**
61	Demonstrates ability to write in a clear, accurate, and logical manner.	9	18*
62	Maintains poise in stressful situations while continuing to function in a professional manner.	15*	28**
63	Demonstrates effective listening skills.	30**	18*
64	Distinguishes between prime problems and trivialities.	22**	12
65	Demonstrates patience, understanding, consideration, and courtesy.	44**	21*
66	Demonstrates a sense of humor at appropriate times.	35**	17*
67	Shows interest and enthusiasm toward work.	38**	24**

Table D.1. Continued

Item number	Item	Counselor position	
		Elementary	Secondary
68	Demonstrates appropriate grooming and attire.	16*	17*
69	Makes effective use of time, materials, and resources.	32**	14*
70	Demonstrates evidence of personal organization.	18*	25**
71	Demonstrates effective interpersonal relationships with others.	50**	26**
72	Exhibits an overall positive approach.	39**	22**
73	Engages in professional growth activities.	6	7
74	Shows a willingness to try new approaches or methods.	10	15*

APPENDIX E.

ITEM DISCRIMINATION VALUES BY PERCENT
ACCORDING TO RATER GENDER

Table E.1. Item discrimination values by percent according to rater gender (analysis based on 309 male and 513 female raters)

Item number	Item	Rater gender	
		Male ^a	Female
1	Develops a positive working relationship with students.	50**	36**
2	Provides crisis counseling in times of need.	37**	36**
3	Works with individual students in a counseling setting using techniques that apply to the age/development of the student.	23**	32**
4	Assists students in coping with personal and social concerns.	36**	34**
5	Uses appropriate individual and group counseling techniques in effectively assisting students with career decisions and career development concerns.	31**	40**
6	Assists students in appraising and understanding self.	34**	34**
7	Assists students in developing a positive self-concept.	42**	34**
8	Praises students for appropriate behavior.	27**	31**
9	Treats students consistently and empathically.	34**	28**
10	Works effectively with all students, not just "problem" students.	34**	35**
11	Serves as a student advocate.	31**	29**

^aThere were three of the 58 counselors who had only female raters.

**22% equals discrimination at the .01 level of significance.

Table E.1. Continued

Item number	Item	Rater gender	
		Male	Female
12	Shares the responsibility for student placement.	44**	33**
13	Assists students in developing job seeking skills.	36**	43**
14	Assists with orientation program for new students.	42**	44**
15	Prepares students each spring for the next grade through group discussion and visits.	38**	39**
16	Meets with students to address development needs (e.g., social skills, decision-making, etc.).	37**	36**
17	Facilitates small groups to resolve or remediate problems.	44**	51**
18	Assists students in scheduling and/or counting credits.	49**	59**
19	Demonstrates awareness of the needs of students.	36**	38**
20	Demonstrates sensitivity in relating to students.	39**	37**
21	Creates an environment conducive to effective communication and the development of good rapport.	41**	31**
22	Maintains confidentiality concerning information about pupils and their families.	22**	20*
23	Employs a variety of effective guidance and counseling procedures.	29**	40**

Table E.1. Continued

Item number	Item	Rater gender	
		Male	Female
24	Creates an atmosphere in which confidence, understanding, and respect result in a helping relationship.	39**	37**
25	Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.	18*	26**
26	Demonstrates a sensitivity toward and knowledge of various handicapping conditions and necessary assistance and requirements.	28**	26**
27	Helps students set goals and identify strategies for reaching goals.	23**	29**
28	Helps students explore educational and career options.	40**	48**
29	Conducts student needs assessment on a regular basis.	34**	38**
30	Helps students recognize the relationships between self-understanding and effective career decisions.	41**	42**
31	Assists in providing pre- and post-test information to all participating students so they understand the purpose of the testing program and the meaning and use of its results.	41**	45**
32	Serves as a resource for using student performance data for diagnostic/remediation of student needs.	37**	45**

*13% equals discrimination at the .05 level of significance.

Table E.1. Continued

Item number	Item	Rater gender	
		Male	Female
33	Develops a positive relationship with staff members.	32**	38**
34	Assists teachers in developing a team approach to planning and implementing classroom guidance.	33**	32**
35	Communicates well with staff before and after student referrals.	32**	35**
36	Provides staff with specific suggestions for assisting students in personal and academic growth.	32**	35**
37	Effectively initiates, arranges, and conducts individual staffings (educator team meetings to help a student).	45**	42**
38	Shares relevant information concerning students.	22**	33**
39	Provides current guidance information and materials to teachers conducting classroom guidance activities.	26**	37**
40	Reports professional research findings and their potential uses to the staff.	39**	35**
41	Provides consultation services for teachers encountering "special" classroom problems with specific students.	34**	36**
42	Counsels a staff member regarding a personal problem.	44**	43**
43	Provides teacher inservice on the interpretation and utilization of test results.	35**	38**

Table E.1. Continued

Item number	Item	Rater gender	
		Male	Female
44	Develops a positive working relationship with parents/guardians.	28**	34**
45	Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.	27**	34**
46	Assists parents/guardians in forming realistic perceptions of the student's aptitudes, abilities, interests, and attitudes as related to social/personal development and educational/career planning.	32**	32**
47	Assists the parent/guardian in improving family communication skills.	37**	45**
48	Works with families to resolve or remediate problems.	38**	42**
49	Involves teachers, administration, and other counselors as members of the guidance team.	25**	40**
50	Seeks appropriate help and advice with a difficult or serious problem.	33**	42**
51	Consults regularly with the principal.	40**	31**
52	Plans and organizes the guidance suite or office so that it is aesthetically pleasing and functional.	29**	40**
53	Serves as a resource person to administrators, teachers, students, and parents in matters relating to drug and substance abuse.	38**	47**
54	Supports school regulations and policies.	25**	22**

Table E.1. Continued

Item number	Item	Rater gender	
		Male	Female
55	Takes a leadership role in improving education in the school.	38**	40**
56	Assumes responsibilities outside the guidance office as they relate to school.	36**	30**
57	Promotes the school to parents and the community.	34**	37**
58	Establishes and maintains an ongoing liaison relationship with various agencies and individuals who play a significant role in student development.	31**	45**
59	Implements a planned public relations program that involves communication with external as well as internal publics.	35**	42**
60	Provides verbal communication which is clear, concise, and positive.	45**	39**
61	Demonstrates ability to write in a clear, accurate, and logical manner.	34**	41**
62	Maintains poise in stressful situations while continuing to function in a professional manner.	39**	38**
63	Demonstrates effective listening skills.	31**	33**
64	Distinguishes between prime problems and trivialities.	28**	30**
65	Demonstrates patience, understanding, consideration, and courtesy.	36**	35**
66	Demonstrates a sense of humor at appropriate times.	27**	35**

Table E.1. Continued

Item number	Item	Rater gender	
		Male	Female
67	Shows interest and enthusiasm toward work.	33**	36**
68	Demonstrates appropriate grooming and attire.	29**	26**
69	Makes effective use of time, materials, and resources.	33**	46**
70	Demonstrates evidence of personal organization.	42**	44**
71	Demonstrates effective interpersonal relationships with others.	38**	44**
72	Exhibits an overall positive approach.	33**	35**
73	Engages in professional growth activities.	30**	47**
74	Shows a willingness to try new approaches or methods.	30**	37**

APPENDIX F.

ITEM DISCRIMINATION VALUES BY PERCENT
ACCORDING TO COUNSELOR GENDER

Table F.1. Item discrimination values by percent according to counselor gender (analysis based on 23 male and 35 female counselors)

Item number	Item	Counselor gender	
		Male	Female
1	Develops a positive working relationship with students.	33**	31**
2	Provides crisis counseling in times of need.	31**	26**
3	Works with individual students in a counseling setting using techniques that apply to the age/development of the student.	26**	21*
4	Assists students in coping with personal and social concerns.	30**	23**
5	Uses appropriate individual and group counseling techniques in effectively assisting students with career decisions and career development concerns.	26**	25**
6	Assists students in appraising and understanding self.	29**	19*
7	Assists students in developing a positive self-concept.	34**	20*
8	Praises students for appropriate behavior.	23**	20*
9	Treats students consistently and empathically.	22**	21*
10	Works effectively with all students, not just "problem" students.	32**	20*
11	Serves as a student advocate.	25**	19*

*13% equals discrimination at the .05 level of significance.

**22% equals discrimination at the .01 level of significance.

Table F.1. Continued

Item number	Item	Counselor gender	
		Male	Female
12	Shares the responsibility for student placement.	35**	21*
13	Assists students in developing job seeking skills.	29**	31**
14	Assists with orientation program for new students.	36**	32**
15	Prepares students each spring for the next grade through group discussion and visits.	30**	27**
16	Meets with students to address development needs (e.g., social skills, decision-making, etc.).	29**	23**
17	Facilitates small groups to resolve or remediate problems.	43**	33**
18	Assists students in scheduling and/or counting credits.	32**	53**
19	Demonstrates awareness of the needs of students.	37**	23**
20	Demonstrates sensitivity in relating to students.	36**	24**
21	Creates an environment conducive to effective communication and the development of good rapport.	29**	23**
22	Maintains confidentiality concerning information about pupils and their families.	10	11
23	Employs a variety of effective guidance and counseling procedures.	39**	14*

Table F.1. Continued

Item number	Item	Counselor gender	
		Male	Female
24	Creates an atmosphere in which confidence, understanding, and respect result in a helping relationship.	41**	19*
25	Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.	17*	16*
26	Demonstrates a sensitivity toward and knowledge of various handicapping conditions and necessary assistance and requirements.	21*	13*
27	Helps students set goals and identify strategies for reaching goals.	18*	17*
28	Helps students explore educational and career options.	34**	36**
29	Conducts student needs assessment on a regular basis.	24**	24**
30	Helps students recognize the relationships between self-understanding and effective career decisions.	29**	28**
31	Assists in providing pre- and post-test information to all participating students so they understand the purpose of the testing program and the meaning and use of its results.	44**	25**
32	Serves as a resource for using student performance data for diagnostic/remediation of student needs.	41**	23**
33	Develops a positive relationship with staff members.	30**	27**

Table F.1. Continued

Item number	Item	Counselor gender	
		Male	Female
34	Assists teachers in developing a team approach to planning and implementing classroom guidance.	25**	20*
35	Communicates well with staff before and after student referrals.	27**	23**
36	Provides staff with specific suggestions for assisting students in personal and academic growth.	28**	21*
37	Effectively initiates, arranges, and conducts individual staffings (educator team meetings to help a student).	36**	27**
38	Shares relevant information concerning students.	17*	23**
39	Provides current guidance information and materials to teachers conducting classroom guidance activities.	27**	22**
40	Reports professional research findings and their potential uses to the staff.	24**	24**
41	Provides consultation services for teachers encountering "special" classroom problems with specific students.	30**	21*
42	Counsels a staff member regarding a personal problem.	38**	23**
43	Provides teacher inservice on the interpretation and utilization of test results.	31**	27**
44	Develops a positive working relationship with parents/guardians.	26**	19*

Table F.1. Continued

Item number	Item	Counselor gender	
		Male	Female
45	Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.	21*	19*
46	Assists parents/guardians in forming realistic perceptions of the student's aptitudes, abilities, interests, and attitudes as related to social/personal development and educational/career planning.	20**	21*
47	Assists the parent/guardian in improving family communication skills.	30**	27**
48	Works with families to resolve or remediate problems.	25**	24**
49	Involves teachers, administration, and other counselors as members of the guidance team.	26**	23**
50	Seeks appropriate help and advice with a difficult or serious problem.	35**	18*
51	Consults regularly with the principal.	15*	22**
52	Plans and organizes the guidance suite or office so that it is aesthetically pleasing and functional.	30**	23**
53	Serves as a resource person to administrators, teachers, students, and parents in matters relating to drug and substance abuse.	41**	36**
54	Supports school regulations and policies.	13*	19*
55	Takes a leadership role in improving education in the school.	35**	27**

Table F.1. Continued

Item number	Item	Counselor gender	
		Male	Female
56	Assumes responsibilities outside the guidance office as they relate to school.	22**	29**
57	Promotes the school to parents and the community.	21*	29**
58	Establishes and maintains an ongoing liaison relationship with various agencies and individuals who play a significant role in student development.	28**	27**
59	Implements a planned public relations program that involves communication with external as well as internal publics.	24**	28**
60	Provides verbal communication which is clear, concise, and positive.	36**	30**
61	Demonstrates ability to write in a clear, accurate, and logical manner.	21*	29**
62	Maintains poise in stressful situations while continuing to function in a professional manner.	34**	25**
63	Demonstrates effective listening skills.	27**	23**
64	Distinguishes between prime problems and trivialities.	23**	16*
65	Demonstrates patience, understanding, consideration, and courtesy.	28**	27**
66	Demonstrates a sense of humor at appropriate times.	24**	23**
67	Shows interest and enthusiasm toward work.	27**	26**

Table F.1. Continued

Item number	Item	Counselor gender	
		Male	Female
68	Demonstrates appropriate grooming and attire.	18*	11
69	Makes effective use of time, materials, and resources.	42**	18*
70	Demonstrates evidence of personal organization.	39**	21*
71	Demonstrates effective interpersonal relationships with others.	39**	30**
72	Exhibits an overall positive approach.	32**	24**
73	Engages in professional growth activities.	21*	26**
74	Shows a willingness to try new approaches or methods.	31**	21*

APPENDIX G.

DISCRIMINATING ITEMS BASED ON RESPONSES BY SCHOOL
ENROLLMENT IN RANK ORDER FROM LOW TO HIGH BY ANOVA F RATIO

Table G.1. List of discriminating items based on responses by school enrollment in rank order from low to high by ANOVA F ratio^a

Item number	Item	ANOVA F ratio
37	Effectively initiates, arranges, and conducts individual staffings (educator team meetings to help a student).	.26
51	Consults regularly with the principal.	.30
52	Plans and organizes the guidance suite or office so that it is aesthetically pleasing and functional.	.70
43	Provides teacher inservice on the interpretation and utilization of test results.	.78
68	Demonstrates appropriate grooming and attire.	1.01
61	Demonstrates ability to write in a clear, accurate, and logical manner.	1.39
27	Helps students set goals and identify strategies for reaching goals.	2.57
49	Involves teachers, administration, and other counselors as members of the guidance team.	2.65
29	Conducts student needs assessment on a regular basis.	2.70

^aItem 22 was not a discriminating item in the analysis for all counselors and wasn't included in the table.

School enrollment				Grand mean (N)
Small 113 to 425 mean (N)	Medium 429 to 657 mean (N)	Large 663 to 1615 mean (N)		
3.58(199)	3.66(238)	3.61(395)	3.61(832)	
4.51(149)	4.53(158)	4.56(319)	4.54(626)	
4.17(227)	4.27(267)	4.21(463)	4.21(957)	
3.22(206)	3.38(215)	3.28(404)	3.29(825)	
4.67(230)	4.73(277)	4.74(483)	4.72(990)	
4.47(201)	4.50(246)	4.56(451)	4.52(898)	
3.97(203)	4.15(240)	4.07(381)	4.07(824)	
3.67(209)	3.89(251)	3.87(443)	3.83(903)	
3.48(174)	3.55(172)	3.71(320)	3.61(666)	

Table G.1. Continued

Item number	Item	ANOVA F ratio
5	Uses appropriate individual and group counseling techniques in effectively assisting students with career decisions and career development concerns.	2.81
42	Counsels a staff member regarding a personal problem.	2.99
58	Establishes and maintains an ongoing liaison relationship with various agencies and individuals who play a significant role in student development.	3.41*
59	Implements a planned public relations program that involves communication with external as well as internal publics.	3.51*
40	Reports professional research findings and their potential uses to the staff.	3.70*
54	Supports school regulations and policies.	3.87*
39	Provides current guidance information and materials to teachers conducting classroom guidance activities.	3.87*
48	Works with families to resolve or remediate problems.	4.55*

*The critical F value is 3.00 at the .05 level of confidence.

School enrollment			
Small 113 to 425 mean (N)	Medium 429 to 657 mean (N)	Large 663 to 1615 mean (N)	Grand mean (N)
3.87(137)	4.05(169)	4.09(387)	4.04(693)
3.30(142)	3.63(155)	3.60(270)	3.53(567)
4.14(159)	4.37(189)	4.30(350)	4.28(698)
3.28(155)	3.64(151)	3.48(312)	3.47(618)
2.97(209)	3.28(238)	3.14(414)	3.14(861)
4.63(227)	4.77(270)	4.74(475)	4.72(972)
3.45(168)	3.79(208)	3.63(342)	3.63(718)
3.79(158)	4.11(189)	3.97(287)	3.96(634)

Table G.1. Continued

Item number	Item	ANOVA F ratio
34	Assists teachers in developing a team approach to planning and implementing classroom guidance.	4.58*
46	Assists parents/guardians in forming realistic perceptions of the student's aptitudes, abilities, interests, and attitudes as related to social/personal development and educational/career planning.	4.92**
67	Shows interest and enthusiasm toward work.	5.10**
56	Assumes responsibilities outside the guidance office as they relate to school.	5.81**
45	Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.	6.24**
35	Communicates well with staff before and after student referrals.	6.32**
47	Assists the parent/guardian in improving family communication skills.	6.99**
28	Helps students explore educational and career options.	7.75**
32	Serves as a resource for using student performance data for diagnostic/remediation of student needs.	7.66**

^aScheffe' multiple range test results reported by item by use of underlining pairs of significantly different means.

**The critical F value is 4.61 at the .01 level of confidence.

School enrollment			
Small 113 to 425 mean (N)	Medium 429 to 657 mean (N)	Large 663 to 1615 mean (N)	Grand mean (N)
3.07(213)	3.37(241)	3.11(384)	3.17(838)
4.13(160)	4.38(181)	4.18(322)	4.22(663)
<u>4.26(232)^a</u>	<u>4.51(276)</u>	4.37(478)	4.38(986)
<u>4.05(212)</u>	<u>4.34(252)</u>	4.12(426)	4.16(890)
<u>4.23(175)</u>	<u>4.52(200)</u>	4.37(351)	4.38(726)
<u>3.80(222)</u>	<u>4.13(266)</u>	4.01(459)	3.99(947)
<u>3.74(137)</u>	<u>4.14(149)</u>	3.84(233)	3.90(519)
<u>3.83(139)</u>	4.04(156)	<u>4.19(430)</u>	4.09(725)
<u>4.01(201)</u>	4.05(226)	<u>4.29(418)</u>	4.16(845)

Table G.1. Continued

Item number	Item	ANOVA F ratio
25	Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.	7.91**
41	Provides consultation services for teachers encountering "special" classroom problems with specific students.	8.16**
12	Shares the responsibility for student placement.	8.58**
17	Facilitates small groups to resolve or remediate problems.	8.60**
30	Helps students recognize the relationships between self-understanding and effective career decisions.	8.71**
62	Maintains poise in stressful situations while continuing to function in a professional manner.	8.85**
73	Engages in professional growth activities.	8.88**
57	Promotes the school to parents and the community.	8.91**
21	Creates an environment conducive to effective communication and the development of good rapport.	9.34**
36	Provides staff with specific suggestions for assisting students in personal and academic growth.	9.69**
11	Serves as a student advocate.	10.49**

School enrollment				
Small 113 to 425 mean (N)	Medium 429 to 657 mean (N)	Large 663 to 1615 mean (N)	Grand mean (N)	
<u>4.40(212)</u>	<u>4.65(257)</u>	4.50(416)	4.52(885)	
<u>3.61(210)</u>	<u>4.04(255)</u>	3.85(438)	3.85(903)	
4.12(201)	<u>4.03(225)</u>	<u>4.34(465)</u>	4.21(891)	
3.78(203)	<u>4.02(240)</u>	<u>3.62(323)</u>	3.79(766)	
<u>3.46(120)</u>	<u>3.84(139)</u>	<u>3.89(314)</u>	3.79(573)	
<u>4.21(222)</u>	<u>4.50(268)</u>	<u>4.45(458)</u>	4.41(948)	
<u>4.36(170)</u>	<u>4.61(209)</u>	<u>4.33(317)</u>	4.42(696)	
<u>4.26(196)</u>	<u>4.58(231)</u>	<u>4.37(398)</u>	4.40(825)	
<u>4.10(231)</u>	<u>4.44(272)</u>	4.25(467)	4.27(970)	
<u>3.48(228)</u>	<u>3.89(267)</u>	<u>3.61(465)</u>	3.65(960)	
<u>3.92(201)</u>	<u>4.29(247)</u>	<u>4.01(419)</u>	4.07(867)	

Table G.1. Continued

Item number	Item	ANOVA F ratio
26	Demonstrates a sensitivity toward and knowledge of various handicapping conditions and necessary assistance and requirements.	10.78**
72	Exhibits an overall positive approach.	10.88**
33	Develops a positive relationship with staff members.	11.24**
38	Shares relevant information concerning students.	11.31**
55	Takes a leadership role in improving education in the school.	11.51**
13	Assists students in developing job seeking skills.	11.55**
74	Shows a willingness to try new approaches or methods.	11.83**
70	Demonstrates evidence of personal organization.	11.89**
66	Demonstrates a sense of humor at appropriate times.	11.95**
69	Makes effective use of time, materials, and resources.	12.23**
44	Develops a positive working relationship with parents/guardians.	12.34**
24	Creates an atmosphere in which confidence, understanding, and respect result in a helping relationship.	12.76**

School enrollment				
Small 113 to 425 mean (N)	Medium 429 to 657 mean (N)	Large 663 to 1615 mean (N)	Grand mean (N)	
<u>4.24(197)</u>	<u>4.53(241)</u>	<u>4.52(430)</u>	4.46(868)	
<u>4.29(230)</u>	<u>4.61(270)</u>	<u>4.48(472)</u>	4.47(972)	
<u>4.13(235)</u>	<u>4.46(277)</u>	<u>4.44(482)</u>	4.37(994)	
<u>3.96(233)</u>	<u>4.36(274)</u>	<u>4.21(480)</u>	4.19(987)	
<u>3.65(217)</u>	<u>4.10(262)</u>	<u>3.82(455)</u>	3.86(934)	
<u>3.30(122)</u>	3.66(127)	<u>3.81(364)</u>	3.68(613)	
<u>4.09(190)</u>	<u>4.49(239)</u>	<u>4.24(382)</u>	4.28(811)	
<u>4.20(223)</u>	<u>4.45(266)</u>	<u>4.51(468)</u>	4.42(957)	
<u>4.33(231)</u>	<u>4.64(277)</u>	<u>4.54(480)</u>	4.52(988)	
<u>4.12(213)</u>	<u>4.42(252)</u>	<u>4.47(411)</u>	4.37(876)	
<u>4.14(199)</u>	<u>4.47(230)</u>	<u>4.41(399)</u>	4.36(828)	
<u>4.09(226)</u>	<u>4.48(269)</u>	<u>4.34(439)</u>	4.32(934)	

Table G.1. Continued

Item number	Item	ANOVA F ratio
65	Demonstrates patience, understanding, consideration, and courtesy.	13.07**
8	Praises students for appropriate behavior.	13.16**
23	Employs a variety of effective guidance and counseling procedures.	13.54**
63	Demonstrates effective listening skills.	13.66**
2	Provides crisis counseling in times of need.	13.84**
71	Demonstrates effective interpersonal relationships with others.	14.19**
64	Distinguishes between prime problems and trivialities.	14.22**
20	Demonstrates sensitivity in relating to students.	14.99**
31	Assists in providing pre- and post-test information to all participating students so they understand the purpose of the testing program and the meaning and use of its results.	15.35**
50	Seeks appropriate help and advice with a difficult or serious problem.	15.52**
6	Assists students in appraising and understanding self.	16.82**
53	Serves as a resource person to administrators, teachers, students, and parents in matters relating to drug and substance abuse.	16.84**

School enrollment				
Small 113 to 425 mean (N)	Medium 429 to 657 mean (N)	Large 663 to 1615 mean (N)	Grand mean (N)	
<u>4.34(230)</u>	<u>4.67(276)</u>	<u>4.55(481)</u>	4.53(987)	
<u>4.28(224)</u>	<u>4.60(264)</u>	<u>4.40(418)</u>	4.43(906)	
<u>3.87(191)</u>	<u>4.29(232)</u>	<u>4.23(324)</u>	4.16(747)	
<u>4.32(231)</u>	<u>4.64(277)</u>	<u>4.54(477)</u>	4.52(985)	
<u>4.13(214)</u>	<u>4.53(257)</u>	<u>4.40(410)</u>	4.37(881)	
<u>4.09(229)</u>	<u>4.46(273)</u>	<u>4.40(475)</u>	4.34(977)	
<u>4.10(211)</u>	<u>4.48(264)</u>	<u>4.36(450)</u>	4.34(925)	
<u>4.25(234)</u>	<u>4.63(277)</u>	<u>4.38(467)</u>	4.42(978)	
<u>3.82(186)</u>	<u>3.92(180)</u>	<u>4.28(401)</u>	4.08(767)	
<u>3.91(174)</u>	<u>4.35(209)</u>	<u>4.37(364)</u>	4.26(747)	
<u>4.06(219)</u>	<u>4.46(260)</u>	<u>4.17(393)</u>	4.23(872)	
<u>3.90(212)</u>	<u>4.29(241)</u>	<u>3.78(400)</u>	3.95(853)	

Table G.1. Continued

Item number	Item	ANOVA F ratio
<hr/>		
10	Works effectively with all students, not just "problem" students.	16.99**
1	Develops a positive working relation- ship with students.	17.36**
19	Demonstrates awareness of the needs of students.	17.42**
9	Treats students consistently and empathically.	17.86**
3	Works with individual students in a counseling setting using techniques that apply to the age/development of the student.	19.72**
4	Assists students in coping with personal and social concerns.	20.70**
60	Provides verbal communication which is clear, concise, and positive.	21.97**
16	Meets with students to address development needs (e.g., social skills, decision-making, etc.).	22.12**
14	Assists with orientation program for new students.	22.52**
7	Assists students in developing a positive self-concept.	27.04**
18	Assists students in scheduling and/or counting credits.	27.63**
15	Prepares students each spring for the next grade through group discussion and visits.	38.06**

School enrollment			
Small 113 to 425 mean (N)	Medium 429 to 657 mean (N)	Large 663 to 1615 mean (N)	Grand mean (N)
<u>3.99(226)</u>	<u>4.36(264)</u>	<u>4.40(447)</u>	4.29(937)
<u>4.21(231)</u>	<u>4.61(275)</u>	<u>4.40(464)</u>	4.41(970)
<u>4.10(233)</u>	<u>4.52(276)</u>	<u>4.40(472)</u>	4.36(981)
<u>4.17(225)</u>	<u>4.59(263)</u>	<u>4.40(440)</u>	4.40(928)
<u>4.11(192)</u>	<u>4.59(235)</u>	<u>4.41(392)</u>	4.39(819)
<u>4.10(222)</u>	<u>4.56(272)</u>	<u>4.34(432)</u>	4.35(926)
<u>4.07(235)</u>	<u>4.48(273)</u>	<u>4.48(482)</u>	4.38(990)
<u>3.86(206)</u>	<u>4.31(253)</u>	<u>3.80(356)</u>	3.97(815)
<u>4.10(203)</u>	<u>4.40(243)</u>	<u>4.59(449)</u>	4.42(895)
<u>4.12(227)</u>	<u>4.62(271)</u>	<u>4.32(415)</u>	4.36(913)
<u>4.21(137)</u>	<u>4.29(170)</u>	<u>4.71(479)</u>	4.53(786)
<u>3.46(185)</u>	<u>4.14(208)</u>	<u>4.30(409)</u>	4.06(802)

APPENDIX H.
RECOMMENDED PERFORMANCE CRITERIA FOR
ELEMENTARY COUNSELOR EVALUATION

Table H.1. Recommended performance criteria for elementary counselor evaluation (Items were selected on the basis of discrimination at the .05 level of significance and a minimum of 86 percent rater observability)

Item number	Item	School enrollment size (Significant at .05 level)		
		Small 113 to 425	Medium 429 to 657	Large 663 to 1615
<u>I. Services to Students</u>				
1	Develops a positive working relationship with students..	x ^a	xx ^b	X
2	Provides crisis counseling in times of need.	XX	X	X
4	Assists students in coping with personal and social concerns.	XX	XX	XX
6	Assists students in appraising and understanding self.	X	XX	X
8	Praises students for appropriate behavior.	X	XX	X
9	Treats students consistently and empathically.	XX	XX	XX
10	Works effectively with all students, not just "problem" students.	XX	X	X
14	Assists with orientation program for new students.	XX	X	X
19	Demonstrates awareness of the needs of students.	XX	X	X

^aX indicates that the rater group mean for this item in this enrollment group is significantly different than one of the other two groups.

^bXX indicates that the rater group mean for this item in this enrollment group is significantly different than both of the other two groups.

Table H.1. Continued

Item number	Item	School enrollment size (Significant at .05 level)		
		Small 113 to 425	Medium 429 to 657	Large 663 to 1615
20	Demonstrates sensitivity in relating to students.	X	XX	X
21	Creates an environment conducive to effective communication and the development of good rapport.	X	X	
24	Creates an atmosphere in which confidence, understanding, and respect result in a helping relationship.			
26	Demonstrates a sensitivity toward and knowledge of various handi-capping conditions and necessary assistance and requirements.	XX	X	X
<u>II. Services to School Staff</u>				
33	Develops a positive relationship with staff members.	XX	X	X
35	Communicates well with staff before and after student referrals.	X	X	
36	Provides staff with specific suggestions for assisting students in personal and academic growth.	X	XX	X
38	Shares relevant information concerning students.	XX	X	X
41	Provides consultation services for teachers encountering "special" classroom problems with specific students.	X	X	

Table H.1. Continued

Item number	Item	School enrollment size (Significant at .05 level)		
		Small 113 to 425	Medium 429 to 657	Large 663 to 1615
III. <u>General Services</u>				
49	Involves teachers, administration, and other counselors as members of the guidance team.			
52	Plans and organizes the guidance suite or office so that it is aesthetically pleasing and functional.			
54	Supports school regulations and policies.			
55	Takes a leadership role in improving education in the school.	X	XX	X
56	Assumes responsibilities outside the guidance office as they relate to school.	X	X	
IV. <u>Personal Qualities and Professional Development</u>				
60	Provides verbal communication which is clear, concise, and positive.	XX	X	X
62	Maintains poise in stressful situations while continuing to function in a professional manner.	XX	X	X
63	Demonstrates effective listening skills.	XX	X	X
64	Distinguishes between prime problems and trivialities.	XX	X	X
65	Demonstrates patience, understanding, consideration, and courtesy.	XX	X	X

Table H.1. Continued

Item number	Item	School enrollment size (Significant at .05 level)		
		Small 113 to 425	Medium 429 to 657	Large 663 to 1615
66	Demonstrates a sense of humor at appropriate times.	XX	X	X
67	Shows interest and enthusiasm toward work.	X	X	
68	Demonstrates appropriate grooming and attire.			
69	Makes effective use of time, materials, and resources.	XX	X	X
70	Demonstrates evidence of personal organization.	XX	X	X
71	Demonstrates effective interpersonal relationships with others.	XX	X	X

APPENDIX I.

RECOMMENDED PERFORMANCE CRITERIA FOR
SECONDARY COUNSELOR EVALUATION

Table I.1. Recommended performance criteria for secondary counselor evaluation (Items were selected on the basis of discrimination at the .05 level of significance and a minimum of 82 percent rater observability)

		School enrollment size (Significant at .05 level)		
Item number	Item	Small 113 to 425	Medium 429 to 657	Large 663 to 1615
<u>I. Services to Students</u>				
1	Develops a positive working relationship with students.	X ^a	XX ^b	X
4	Assists students in coping with personal and social concerns.	XX	XX	XX
7	Assists students in developing a positive self-concept.	XX	XX	XX
10	Works effectively with all students, not just "problem" students.	XX	X	X
19	Demonstrates awareness of the needs of students.	XX	X	X
20	Demonstrates sensitivity in relating to students.	X	XX	X
21	Creates an environment conducive to effective communication and the development of good rapport.	X	X	
24	Creates an atmosphere in which confidence, understanding, and respect result in a helping relationship.			

^aX indicates that the rater group mean for this item in this enrollment group is significantly different than one of the other two groups.

^bXX indicates that the rater group mean for this item in this enrollment group is significantly different than both of the other two groups.

Table I.1. Continued

		School enrollment size (Significant at .05 level)		
Item number	Item	Small 113 to 425	Medium 429 to 657	Large 663 to 1615
<u>II. Services to School Staff</u>				
33	Develops a positive relationship with staff members.	XX	X	X
34	Assists teachers in developing a team approach to planning and implementing classroom guidance.			
35	Communicates well with staff before and after student referrals.	X	X	
36	Provides staff with specific suggestions for assisting students in personal and academic growth.	X	XX	X
38	Shares relevant information concerning students.	XX	X	X
40	Reports professional research findings and their potential uses to the staff.			
41	Provides consultation services for teachers encountering "special" classroom problems with specific students.	X	X	
43	Provides teacher inservice on the interpretation and utilization of test results.			
<u>III. General Services</u>				
49	Involves teachers, administration, and other counselors as members of the guidance team.			

Table I.1. Continued

Item number	Item	School enrollment size (Significant at .05 level)		
		Small 113 to 425	Medium 429 to 657	Large 663 to 1615
52	Plans and organizes the guidance suite or office so that it is aesthetically pleasing and functional.			
53	Serves as a resource person to administrators, teachers, students, and parents in matters relating to drug and substance abuse.	X	XX	X
54	Supports school regulations and policies.			
55	Takes a leadership role in improving education in the school.	X	XX	X
56	Assumes responsibilities outside the guidance office as they relate to school.	X	X	
IV.	<u>Personal Qualities and Professional Development</u>			
60	Provides verbal communication which is clear, concise, and positive.	XX	X	X
61	Demonstrates ability to write in a clear, accurate, and logical manner.			
62	Maintains poise in stressful situations while continuing to function in a professional manner.	XX	X	X
63	Demonstrates effective listening skills.	XX	X	X
65	Demonstrates patience, understanding, consideration, and courtesy.	XX	X	X

Table I.1. Continued

Item number	Item	School enrollment size (Significant at .05 level)		
		Small 113 to 425	Medium 429 to 657	Large 663 to 1615
66	Demonstrates a sense of humor at appropriate times.	XX	X	X
67	Shows interest and enthusiasm toward work.	X	X	
68	Demonstrates appropriate grooming and attire.			
69	Makes effective use of time, materials, and resources.	XX	X	X
70	Demonstrates evidence of personal organization.	XX	X	X
71	Demonstrates effective interpersonal relationships with others.	XX	X	X
72	Exhibits an overall positive approach.	XX	X	X
74	Shows a willingness to try new approaches or methods.	X	X	X